

THE SCHOOL JOURNAL.

NEW YORK AND CHICAGO.

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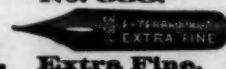
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"OF all the relics of the past that have been embalmed and handed down to us, there is

nothing seemingly more worthless than routine parsing: 'Common noun, third person, singular number, neuter gender, objective case.' While the study of language is of such great importance, it does seem pitiful that the eager, inquiring spirit of our pupils should be quenched by this unmeaning, benumbing routine."—Supt. GEORGE HOWLAND, Chicago.

HOW evoke true manliness in the school-room?

A teacher feels his weakness when he has to grapple practically with this question. Passing along to school, a teacher heard some shouts that came from a group of boys in a lane; they were in high glee. On inquiry, he found they were watching a cat whose back had been broken; its attempts to walk made them merry. Some of those boys were in his Sunday-school class; all were in his company day by day for six hours. How could he arouse kindness, love, pity in their bosoms?

This is indeed a question. And no teacher will rest satisfied until he has investigated it, and laid plans that will accomplish the great object of educating into manliness.

THE movements in England furnish a fine object-lesson for the higher classes in our schools. At last there must be an investigation of "bottom facts." How should man be governed? Why should there be any government at all? Have the governed the right to say what the government shall be? England is conservative; she has held to the notion that a form of government was good because it was a form handed to them by their ancestors. But a time has come when government must be considered from the standpoint of the people governed. How will England deal with this gigantic question? She had a similar one on hand when her American colonies complained over a hundred years ago about a small tax laid on tea. It is the same question, now near at hand, just over the channel. It is fortunate that England has so great a man as William E. Gladstone to deal with this question.

THE talent of drawing inferences is especially important. Given two facts, what will the conclusion be? The man who cannot tell is not prepared to meet the problems of life. In some children this faculty of inferring reasons and comparing is early developed. A little boy was told by his mother that she didn't want him to play with certain boys because they were Jews.

"Well, mamma," said the bright little fellow, after a moment's reflection, "wasn't Jesus Christ a Jew?"

Logical inference, surely. The same boy on another occasion was being admonished for his unruly behavior.

"Why," said his grandmother with a sigh, "I don't know what will become of you if you are such a bad boy."

"Grandma," said he, his bright black eyes twinkling, and his voice full of hope for his own future, "wasn't St. Paul a bad man once? and he turned out well."

Edward Everett Hale says that it is this faculty that distinguishes man from brutes: "A body of wolves in the Pyrenees may gather round the fire which a peasant has left, and will enjoy the warmth of the embers. A group of chattering monkeys on the rock of Gibraltar might gather so round the watch-fire which an English sentinel had left burning. They can enjoy the heat; but they cannot renew the fire. They cannot work out the deduction which is necessary before one kicks back upon the glaring embers the black brand which has rolled away. Were it to save their lives, they must freeze before one of them can deduce, from what he

sees, the law or the truth as to what he must do. Here is it that man differs from the brute. He can learn. He can follow a deduction. He can argue. He can rise, step by step, to higher life. This he does when he takes the control of thought. He rises to a higher plane, and lives in a larger life."

IF a man is a man, he will have an opinion on all subjects he has thought about. Only semblances of men have no opinions. We are made thinking and deciding beings. It's no part of mental work to say, "I don't know," when the subject is one concerning which we have had an opportunity of knowing. It is quite possible for men to shut their eyes in midday, and go on stumbling and falling. They don't see because they will not see. If they fall and break their heads, they receive little pity. It serves them just right to suffer. They should have kept their eyes open. What have we eyes for but to see with, and ears but to hear with? Yet there are thousands who having eyes see not, and ears hear not. They do suffer. They ought to suffer, and we hope they will suffer until they have sense enough to open their eyes, and unstop their ears, and let sunlight and sound enter their brains. "To whom does this apply?" To those teachers and educational leaders and officers who will not see and will not hear that which is dragging our profession in the mud, as no other profession is being dragged. In what way, the JOURNAL has most clearly shown, and intends more clearly to show in the future than in the past.

IT has taken mankind a long time to reach its present state of civilization. For more than four thousand years a crooked stick was used as a plow. The ground was not turned over, only stirred to the depth of a few inches. The present plow, as simple as it seems, is the result of a vast amount of thinking. The same remark can be applied to ten thousand other inventions. To see is one thing, to tell what use can be made of what we see is entirely another. Electricity has flashed across the heavens since the dawn of creation, but it is only lately that its mighty force has been turned to any good account. Two simple facts are given a child. Both are easily comprehended and remembered, but the inferences to be drawn from putting these facts together are not so easily perceived. "The air has weight. Most bodies fall to the ground in it. Under what circumstances will a body rise in it?" This would be very difficult for children to answer. "I have six apples and give Mary three; James has twelve apples; if he gives William just as large a part of his apples as I gave to Mary of mine, how many would William receive?" This is easier, but it requires logical thinking. It would be quite difficult for young children. If I say, "I have six apples and give Mary one-half of them; now if James has twelve apples and gives one-half of his to William, how many will William receive?" this stimulates no thought. Thousands of questions in our arithmetics cultivate this mechanical, counting faculty. "What is the cost of forty gallons of wine at two dollars and thirty-seven and a-half cents a gallon?" There is no logical thinking here. It is a question of counting. The child can put down two dollars and thirty-seven and a-half cents forty times, add the columns, and get the correct answer. The aim of such examples is to prepare the learner to work out all the possible mathematical problems he may be called upon to solve in life. They are good as far as they go, but they do not go far enough. Old Colburn's "Mental Arithmetic" did more to puzzle young heads than any other book of its kind; for it was put into the hands of children before they were prepared for it. It supposed too great mental advancement; but after all, no text-book of its time ever stimulated half the thought.

CONVERSATION.

It is well to be able to talk, but it is far better to have something to talk about. A talking machine without thought would be an intolerable nuisance. Set up in a house it would gabble on all sorts of subjects with no coherency or connection. Its vapid remarks might at first seem funny, but soon they would become insupportable. Talking well is the result of natural gifts, supplemented by a process of education. We have books on "Conversation," as on "Letter Writing," purporting to give information on how to converse well, but they are all superficial guides to ball-room manners and party conventionalities. It has been suggested that the art of talking should be introduced into our schools, but it is impracticable. No one can directly teach another how to converse. It is like writing poetry. The inspiration comes. Bryant could never match *Thanatopsis*, written before he was twenty-one, and Tennyson will never equal *In Memoriam*. With all the learning a man can command he cannot command the gift of good talking.

Talkers are of various kinds. The most common class is the weather gabblers. Two meet. "Good morning" — "Good morning" — "Pleasant day" — "Yes, quite so" — "Think it's going to rain?" "Rather think it will before to-morrow." Silence for three minutes and then about the same conversation is repeated. A class almost as common is the gossipers. Two meet. "How dju do?" "How dju do?" "Have you heard the news?" "No, do tell me what it is." "Well, old Mister Jones went down town yesterday and got into a real bad scrape," etc., etc. This sort continues, not a sensible thought being expressed during it all. Another class is the confirmed egotistical talker. Two meet. After the usual salutation, the egotist commences: "I've been wanting to tell you what I've been doing. I tell you I've made a great hit. On my return home I thought I would make an experiment. When I commenced I had no thought I should succeed, but I have found that I was mistaken," I, etc. The egotist does all the talking. His auditor may be deaf and dumb—he would not find it out. If he has somebody to talk to he is happy. He would keep on and on forever if physical difficulties did not stop him. He wears out his friends and exasperates his enemies. On his wife's tombstone might be inscribed, appropriately, "Talked to death by her husband." The joker is twin brother to the egotist. He makes a pun—usually a very bad one—and laughs most heartily at it. He looks up, finding his hearer sober. "Why, don't you see it, it's a good one." Explains and laughs again. This is repeated. Probably the most unpleasant talker is the disease gossip. He revels in descriptions of all sorts of maladies, aches, pains, and remedies. One would think he considered the world made up of invalids and medicines. His very minuteness is disgusting. Plasters, emulsions, teas, baths, emetics, and cathartics are favorite topics. His own diseases, as well as those of his wife and children, are fully discussed. Private affairs are paraded in public places. He is a difficult character to deal with.

Although pupils can not be taught how to converse, they can be greatly encouraged to exercise their gifts in this direction. Asking questions, provoking thought and discussion, telling a story and getting pupils to tell it over again, saying something that will elicit a query, and answering it in such a way as to elicit another, are some of the ways in common use. But the best, in fact the only real ways of improving conversational powers are *knowledge* and *sympathy*. True sympathy requires unselfishness. A good conversationalist must, from his heart, seek others' good. In other words, he must be truly polite. He defers to others while he is confident of himself. He keeps himself in the background whenever he meets one who is worthy of his attention, and seeks by judicious and opportune questions to add to his stock of knowledge. He is thus a good listener. His eyes and face prove his interest. For the time he forgets everything else. He does not appear to be in a hurry. He does not interrupt. He does not oppose—he suggests. He supplements his friend's words by his own. He shows by his whole demeanor his deep interest in what he is hearing. When his friend leaves he feels that by his conversation he has conferred an obligation on his auditor. In polite society there is a grain or more of deception. Right or wrong, it exists.

If a teacher is a good listener and has the confidence of her pupils, she can greatly promote conversation by listening. A little fellow has his simple story to tell. He stammers, hesitates, and makes a great many mistakes, but if he finds in his teacher a patient listener, he will keep on until he has expressed his little thoughts. It takes a great deal of love for children to make them

talk. They must feel that the teacher wants to hear them before they will freely express themselves. Timidity in children arises from want of confidence in others. Little girls and boys are never timid with their mothers. These four, then—knowledge, sympathy, politeness, and confidence, but at the centre of all are knowledge and sympathy.

Knowledge is not necessarily connected with expression. All travellers are not writers or tellers of travel. We may see St. Peter's and not be able to tell how it looks. We may remember the whole of a story and not be able to repeat it. Mental pictures are not always capable of being described. The gift of telling is not necessarily connected with the faculty of knowing. While these statements are true, it is a fact that ignorance can tell nothing. An idiot can not talk, because he has nothing to talk about. A horse expresses all the ideas he has, so does man. A man may be extremely awkward in getting his ideas before his friends, but if he has them he will somehow make himself understood.

By conversing we grow, and as all healthy growth is pleasurable, good conversation is one of the very best of intellectual exercises. It marks an advanced era in intellectual progress that we have so many good talkers, for those who talk well know a great deal. It cannot be otherwise. A good conversation enables us to get and give. It is a high gift, coveted by the greatest minds the world has produced. To encourage good talking is worthy of the best efforts of teachers.

WHO SHALL LICENSE TEACHERS?

The discussion, at the recent meeting of the commissioners of this state, concerning the method of issuing certificates to teachers, referred to in our letter from Ithaca, was a very important one. Shall licenses to teach issue from the State Superintendent or a central board, on a uniform basis; or shall county officers arrange their own questions and decide on their own standards of qualifications. Concerning this subject, there is a difference of opinion. We have expressed our opinions on this important question. The following letter from Com. Jared Sanford, of Westchester county, expresses the views of one of the ablest county officers we have, a gentleman unanimously elected president of the Commissioners' Association at its recent meeting. He says:

I read with much interest the "editorial correspondence" in the *SCHOOL JOURNAL* of 30th ultimo, in which a general report was given of the proceedings of the recent annual convention of commissioners and superintendents, held at Ithaca. Referring therein to an important measure brought before the convention, you say:

"Twice this association has voted to ask the State Superintendent to issue questions for the examination of teachers applying for licenses to teach."

"At this meeting, Deputy Supt. Bouton appeared as the representative of the State Department of Public Instruction, asking for an endorsement of the measure, so that it could be pushed before the present legislature, confident that the much-needed legislation could now be secured. After a long discussion, such authority was denied. This was a very strange decision, and, as it seems to us, a most unfortunate one. Such an opportunity may never occur, and why the commissioners did not take hold of the subject vigorously, is more than we can explain."

While I believe it to be true that "twice this association has voted to ask the State Superintendent to issue questions," etc., as above stated by you, I most respectfully beg leave to differ with you when you aver that our worthy and able Deputy Superintendent appeared before the association, at Ithaca, and asked for an endorsement of the measure as *twice voted upon*.

The draft of the proposed amendment to the school laws submitted to many of the members of the association by the Deputy Superintendent, and upon which was founded his resolution of endorsement, contained much more than was ever "endorsed" by any vote of the association, and hence the failure to adopt his resolution. Had the proposed amendment, by its terms, simply provided that the State Superintendent *issue the questions* for the examinations for all grades, it would, in my judgment, have been almost unanimously endorsed, but it went too far—farther, in fact, than any commissioner ever recommended or expected, and the large majority of the commissioners present very properly refused to recommend its passage by the present or any other legislature.

The proposed amendment, as submitted by Deputy Supt. Bouton, provided not only that the questions issue from the department, but that, after the examinations

held thereunder by the commissioners, the questions and answers be returned to the department for inspection and examination. If, in the judgment of the department or its clerks appointed to examine the papers of the applicant, a license or certificate to teach should issue based upon the correctness of the answers, then the department, or the aforesaid clerks, would notify the commissioner to that effect, and he would be compelled to grant the licence if satisfied that the applicant or person whose answers had been adjudged as up to the standard, was of good moral character. The commissioner would, under this system, have no option, influence, or control in or over the matter of granting a license to any applicant of fair character. He would be a mere "figure-head," without influence or power, and if such amendment as proposed be adopted by the legislature, an act should at the same time be introduced and passed, abolishing the office of school commissioner. While I entertain, personally and officially, the most kindly feelings toward all connected with the department, and have the highest regard for Supt. Morrison and his deputy, and for their judgment, I was, and, after due consideration, am unalterably opposed to the amendment proposed by Supt. Bouton on the authority of the department, and do not consider that the decision of the convention or association was either "strange" or an "unfortunate one." After mature reflection, I rejoice that the "authority was denied," and hope that the "opportunity" to which you refer, "may never occur" again, and if it does, that the commissioners will "take hold of the subject vigorously" and lay it again on the table, yea, bury it beyond the hope of a resurrection. Certain it is, that the commissioners, who, you admit in the article from which I have herein quoted, are an earnest and competent body of men, if they consult their own best interests, will unite to prevent the enactment of any such sweeping and uncalled-for measure as that so recently, decently buried."

In reply to Com. Sanford, we publish in full, Deputy State Superintendent Bouton's paper, recently presented at Ithaca. It presents the facts upon which we based the statement published in our recent letter. Whether the certificate emanates from the office of the regents or that of the state superintendent, the fact remains the same, viz., that the commissioners have twice voted to place the issuing of certificates to teachers under their care in other hands. The resolution of 1885 was as emphatic and decided an endorsement of this measure as words could express. Dr. Bouton said:

"At the University Convocation, 1879, a resolution was adopted, 'that a committee of five be appointed to take such measures as they deem necessary to the end that they may be able to secure a provision that candidates for county commissioners' certificate must have passed the regent's preliminary certificate.'"

At the meeting of this association, held at Rochester in 1884, the association resolved: "That the committee on legislation be instructed to secure, if possible, the passage of a law providing that a regent's preliminary certificate shall be made a prerequisite to the granting of a school commissioner's certificate of qualification to teach, such law to take effect Jan. 1, 1886."

At the meeting of this association held at Utica in 1885, the association adopted the following preamble and resolution: "Whereas, the Superintendent of Public Instruction, in his annual report to the legislature on the subject of uniform standard of requirement for securing licenses to teach in the common schools of this state has recommended the same, Resolved, That this association hereby expresses its hearty approval of such measure, and pledges its active efforts in securing such legislation, and respectfully requests that the measure receive favorable sanction by the legislature."

The same measure was also recommended in the joint report of the institute faculty for 1884.

The same measure was recommended by numerous school commissioners in their report to the state superintendent, 1884.

In his report to the legislature recently submitted, Supt. Ruggles discusses the subject as follows:

"One of the most serious obstacles in the way of raising the grade of qualification of the teachers employed in the public schools is to be found in the existing system of examinations upon which the greater part of the teachers receive their licenses to teach."

In view of these demands, Supt. Morrison authorizes me to say to this association, that, if it so desires, he will present to the present legislature the following amendment to the school law, or its equivalent, and will endeavor to secure the passage of the same.

Subdivision 5, section 13, title II. of the Code of Public Instruction, is amended to read as follows:

5. To conduct under the advice and direction of the Superintendent of Public Instruction, and upon such subjects, topics, and branches of learning, and in such manner as the superintendent may determine and prescribe, the examination of persons proposing to teach common schools within his district, and not possessing the superintendent's certificate of qualification or a diploma of the State Normal School; to inquire into the moral fitness and the capacity of such persons; and if he shall find them qualified in these respects, and if the superintendent shall certify that they have passed the required examinations, to grant them certificates of qualification in the forms which are or may be prescribed by the superintendent.

In view of this willingness of Supt. Morrison to take this action in response to a continued demand of this association, I move that the following resolution be adopted at this time: *Resolved*, That we heartily approve the draft of the proposed change in the school law respecting the examinations to ascertain the qualifications of teachers in the public schools of this state not holding state certificates or diplomas of state normal schools, and we urge the passage of such an act, by the present legislature."

TO THE LEGISLATURE OF NEW YORK.

GENTLEMEN: The most important interest before your honorable body is the education of the children of the Empire State. The amount of money expended in 1884 in the public schools was more than eleven millions; this shows that the state is not parsimonious, and yet if it can expend double that sum judiciously it ought to do so. You have expended a large sum on the Capitol, and it is wise to build that strongly and beautifully. Daniel Webster tells us that what is built in brass and stone will pass away, but what is built in human character is enduring. To promote a noble education is a higher wisdom than the erection of stately buildings.

1. You have to elect a superintendent of the public schools during this session. You ought not to elect a man for any other reason than his special fitness. He ought to be familiar with our schools—he should be an educational man. Petitions will be laid before you showing this to be the wish of a vast number in this state.

2. The school commissioners of this state are doing excellent work, but they are sorely hampered in many cases. The office ought not to be made a political one; they should be appointed by some body of men who know the wants of the schools. They should have permanence and be well paid.

3. The Governor has proposed the abolition of the Board of Regents. Our counsel is that they be spared.

4. The system of examining and licensing teachers is very faulty. We think a Board of Examiners, consisting of the state superintendent, the institute conductors, and three members appointed by the State Teachers' Association should select questions for the first, second, and third grades; that these should be submitted to the teachers on a fixed day by the school commissioners, and the answers returned. From these candidates should be selected.

5. The same Board should select questions for the highest grade in every advanced (grammar) school in the state; a diploma should be given to all who pass the examination, signed by the Superintendent of Public Instruction. A certain sum of money, say \$100,000, should be distributed among the schools in proportion to the diplomas received.

6. There is a growing tendency to hold summer schools to study education. These, when approved by the Department of Public Instruction, should be assisted, as the state gets the entire benefit.

7. The school tax should be raised to one and one-fourth mills. The money is needed. All put judiciously into education by the state is well expended.

8. Districts should be empowered to unite for school purposes.

9. The library moneys should no longer be expended for miscellaneous books, but for reference books, to be kept in the school-house and used by the teacher and pupils.

10. The day of industrial education has come and come to stay. The normal schools should teach the teachers how to train the pupils in the elements of the arts of life for educational purposes solely.

We urge you to consider these things with care. They concern the children; what you do for a child to-day you are doing for a man to-morrow.

If a single daily paper could be found that would refuse to publish the details of an offensive scandal, it would be a cheering sign of approaching millenium.

In the report of the proceedings of the Superintendents' Association, on another page, will be found a very valuable paper by Supt. Wait, of Lansingburg, on the gradation of county schools. It contains a very comprehensive course of study, specifying the work that should be done in each grade, with the methods now considered the best by many educators. We advise those teachers who do not usually preserve their JOURNALS to lay this paper aside and keep it for reference. You will want to see this article again.

A COPY of the proceedings of the Council of Education, for 1885, may be obtained by sending 50 cents to Dr. George P. Brown, Topeka, Kan.

THE Industrial Education Association, of New York City, will hold an exhibition of children's handiwork during the last week in March. This will include wood-work, metal-work, needle-work, practical cookery, modeling in clay, designs, and leather work. All articles are to be made by children under fourteen years of age, and without material assistance from older persons. This is a most commendable enterprise which other cities, villages, and all schools can easily duplicate to the great advantage of a large number of children.

A circular giving the details of the plans of the N. Y. Association can be obtained by addressing Miss Jane P. Cattell, 21 University Place, New York.

No officer in the army filled the ideal of a brave leader more completely than General Hancock. His baptism of fire was received in the Mexican War. When the Civil strife commenced he at once asked to be assigned to active duty at the seat of war. His first work commenced at Yorktown, with seven days hard fighting before Richmond. Before Fort Magruder, from Williamsburg to Gettysburg, to the end of the war—to the end of his life, he did his duty well. What more can be said—what higher encomium can he receive?

THE recent riot in London shows us where lawlessness and ignorance, if permitted to have its way, will end. When thieves and ruffians unite in sufficient numbers, their work will be plunder and murder. The "Reign of Terror" will be repeated. Socialism is only another name for mobism. When an ignorant, improvident and vicious man cannot find work, his first impulse is madness and destruction. The remedy is the absolute and complete wiping out of sin, ignorance, and wastefulness from the face of the earth. *It can be done. It will be done.* The fight will be long, but intelligence and virtue will triumph. There is no mistake about it. In education—religious, moral, mental, and physical, is our only hope. What else is there?

SENATOR WILSON, of Iowa, says prohibition is a fixed fact in that state, and believes it is the coming issue in national affairs. It will not succeed until teachers are outspoken concerning the effects of alcohol and tobacco in the human system. There must be no mincing matters here. Alcohol is a poison, tobacco a narcotic. The sooner our children are taught—not told—these facts, the sooner will public opinion sustain good laws. Reforms work upward—not downward.

EUGENE BOUTON, Ph. D., for some time a member of the institute faculty of this state, and recently Deputy State Superintendent of Public Instruction, has accepted the appointment of principal the State Normal School, recently established at New Paltz, N. Y.

THE New York Legislature should promptly pass the bill, recently introduced, establishing an arbor day. It should be fixed on the first Tuesday in May, or the last Thursday (not Saturday), in April. Let it be a part of the regular school work. A day spent in planting trees and enjoying a special literary feast will do much towards increasing, in both young and old, a greater reverence for the beautiful in nature. We have grown too bookish in our crazy worship of printed words. Let us take a tack.

WHATEVER we may say or write concerning the old or new, facts remain as stubborn things. Here is a fact. More copies of Webster's "Elementary Spelling Book," which was first published in 1783, are now sold than any other similar publication. Where they go to we are unable to tell. We have never seen a copy in the schools

of New York, Minnesota, or Iowa, yet its students and disciples do not diminish. When it first appeared the population of the Union was about 2,500,000. It is now over 50,000,000. The demand for Webster's Speller has fully kept pace with this wonderful increase. The Appletons tell us that the aggregate number that has been printed and sold is equal to the entire population of the United States and territories at the present time, sufficient to furnish a copy to every man, woman, and child in the whole country, leaving enough for our revolutionary forefathers. Thousands of other spellers have been published and forgotten; this centenarian remains. We congratulate the "Old Blueback" on having passed his hundredth birth-year, and while we hope and pray that long before 1886 he may honorably die, yet we half suspect that notwithstanding all that can be said and written concerning better books, a hundred years from to-day will still find him enjoying a wide circulation.

SOLID books on education are more than ever popular. Thousands of our readers will thank us for calling their attention to them as they appear. The following books will soon be published: *Compayre's History of Pedagogy*; translated by W. H. Payne. *Methods of Teaching and Studying Ancient Languages and Literature*, *Methods of Teaching and Studying Natural Science*, *Methods of Teaching and Studying Reading, English Literature, and Language*, all edited by G. Stanley Hall. *Levana; or The Doctrine of Education*. Jean Paul Frederick Richter. *Gill's System of Education*. *Radestock's Habit and Education*. *Montaigne on Education*. Translated and edited by J. A. MacAlister, Supt. of Schools, Philadelphia. *Rosmini's Method in Education*. These will be published by D. C. Heath & Co., Boston.

The same firm will soon issue Antonio Rosmini Serbelli's *Method in Education*. This work is an admirable exposition of the method of presenting knowledge to the human mind in accordance with the natural laws of its development; and the disciples of Froebel will find in it not only a perfectly independent confirmation, but the true psychological estimate of the principles of Froebel's kindergarten system. This translation of the work of the great Italian thinker will prove a boon to all English-speaking lovers of true education everywhere.

Another book of great value is *Froebel's Education of Man*, translated by Josephine Jarvis, and published by A. Lovell & Co., New York. It treats of the Foundation of the Whole, Man in the Period of his Earliest Childhood, Man as a Boy, and Man as a Scholar. No teacher can lay any claim to knowing the doctrines of this immortal author who has not read this book.

The following classics have frequently been mentioned in our columns: *Leonard and Gertrude*, translated by Eva Channing, and *Rousseau's Emile*, both published by Ginn & Co., Boston. They have long stood as landmarks, and will long continue so to be recognized.

DR. NORTHROP has returned from a brief trip in the West, having just given eleven lectures in Kentucky, Indiana, and Ohio. After attending the National Superintendents' Meeting in Washington, he is to visit South Carolina, Florida, Louisiana, etc., for a two months' lecture trip. The last of April and through May he is engaged in Ohio, Michigan, Wisconsin, Iowa, and Minnesota. Calls for lectures on "Village Improvements" are more numerous than ever.

THE Glens Falls Training Class, N. Y., will open August 12 and close August 27. Mrs. Helen Baldwin, formerly of Quincy, Mass., now of Germantown, Pa., will give instruction in Methods of Primary Work. Miss Kate Raycroft of Boston, will give similar instruction for teachers of intermediate grades. Both ladies have taught under Col. Parker, who commends their work in the highest terms.

Miss Minnie Swayze, formerly teacher of elocution in Vassar College, now of New York, has also been engaged. A superior teacher of drawing will be engaged as soon as possible.

Mr. Williams will give a series of lessons upon natural science, as it can be taught in small schools, illustrating his lessons by experiments with the simplest apparatus. Mr. Ballard will take physiology and physical training. Mr. Williams and Mr. Ballard will also give talks upon such topics as: "The First Day in School," "How to Manage an Unruly Pupil," "How to Manage an Unruly Parent," "General Discipline," "History for Advanced Classes," "Geography," "Arithmetic," etc.

Mr. Williams and Mr. Ballard have taught in district schools and small graded schools, and each is now super

intendent of the schools of large villages. They know thoroughly the needs of all classes of teachers. Their only ambition is to have a good school. The best teachers that can be found will be obtained as additional instructors.

In the whole state it is difficult to find a prettier village than Glens Falls. With Lake Champlain, Lake George, Fort Edward, Saratoga, etc., near, besides the places of great interest near the village, the location of the class could not be improved.

THERE is considerable talk concerning a Commissioner of Education in place of General Eaton. It is our opinion President Cleveland will appoint a good man, and the best course for educational men to take is to let him alone. It is too much to hope that he will put any but a party man in the place. All we have expected is that he will appoint the best Democrat he can find. For our part we don't care to what political party the coming commissioner belongs if he is able to do the work the profession expects of him. He must do more than keep the Bureau running on its present level. Salaries must be advanced, the powers of the commissioner enlarged, and greater expedition used in issuing the annual volumes. Nothing will help to establish our educational character at home and abroad better than a vigorous Bureau of Education, administered by a man in whom the President and Congress have entire confidence. There must not be the remotest suggestion of jobs and party connected with the department. It is undeniable that many eminent statesmen of all parties have not been warm supporters of the Bureau. It has been tolerated rather than nourished. The salary of the Commissioner has been a miserable pittance for a first-class government officer, and no power has been given him. The same obstacles that prevent national aid to education have destroyed the efficiency of the Bureau of Education.

DR. CALKINS, president of the National Educational Association, states that interest in the next meeting is wide-spread and indicates that there will be a large attendance. As an intimation of the inducements that will be provided to members, it may be stated that those who desire to visit Denver, Col., and return via Omaha, can purchase a ticket at Topeka, good for this trip of over eleven hundred miles, for \$21.50. Excursions may be made from Denver to any place in Colorado on the railroads, and back to Denver at one-half fare. Those who desire to visit Salt Lake City can do so at the same rate, going thither by one railroad and returning by another. Negotiations are in process for a very low rate from Topeka to the Pacific coast, and return.

THE SCHOOL-ROOM.

NEW SENSATIONS.

By WM. M. GIFFIN, A.M., Newark, N. J.

Col. Parker tells the following good story: "A young man was one day trying to make a balky horse go. Whipping and pounding, yelling and scolding, did no good. At last an old sailor said, 'I can make that horse go,' and suiting the action to the word, he picked up a handful of snow and clapped it into the horse's nose. Away went the horse on a run. 'There,' said the old sailor, 'all that horse wanted was a new sensation.'"

There is no doubt but that the failure of many classes is due to the want of a new sensation. Children cannot learn number if they hear nothing but blocks, blocks, blocks, day in and day out, week in and week out. Blocks, blocks, blocks. No wonder they are at last turned into the world "blockheads." Now, Mr. Hypocritical, please do not pick me up too quickly. I do not mean that a teacher should be forever changing her methods; that is, from the new to the old, and back again from the old to the new education. What I do mean is that she should be so full of her subject as to be able to present it in many ways, thus making it entertaining as well as instructive to the children. If she desires to give a number lesson, see how many little things she can use to test their knowledge of number.

The teacher stepping to the B. B., says to the children, "Make four marks on your slates, thus: | | | |." "Now, make them again and show how many twos in four." If the little fellows were at the number table they would fix their four block at once; but here is a new way of putting it, and on go their little thinking caps, and if they have been thoroughly taught, it will

not be long before each little fellow will have it all fixed thus: | | | |.

Again, make circles to show how many eyes two little boys have. Time and time again, they have been asked how many eyes two little boys have, and they have said at once, "four." Now they must think and do, and each little fellow is pleased; for the circles suggest the eyes, and when their little minds have thought out the work, away go their little hands, and the teacher finds on all the slates, O O O O.

Next, write as many 5s on your slate as there are 2s in ten. Ah! here is a test for them. If they know the difference between a figure and a number, it is no trick at all, for they can write as many 5s as there are 2s in ten as easily as they can write as many 6s as there are 2s in ten. If, however, they have been wrongly taught, and hence to them a figure is a number, and a number is a figure, they will make sad work of it; but, no, there they are all right, 5, 5, 5, 5, 5.

Now, make as many ones as 4 times 2 are equal to. All right! here they are | | | | |.

Often the teacher has given exercises like this, 1+2 +3-1+3-2+4-2, i.e., the teacher writing on the B. B., and the children taking and pushing away blocks as she wrote, till at the end those who were right had eight blocks left. Now this same exercise may be given in another manner or way! The children are to make marks on their slates for the plus signs, and erase them for the less signs, and at the close of the exercise, those who are right will have eight marks left on their slates.

Then the teacher may write on the B. B. such expression as this, $\Delta \Delta + \Delta = \Delta \Delta \Delta$, and tell the children to express the same with figures. Which they will do thus, 2+1=3.

The teacher says: "4+2" and tells the children to write something else that will be equal to just as many. When she looks at the slates, she will find, 5+1, 8+3, 2+4, 2+2+2, 1+5, 4+1+1, etc.; and if the class is right, that is, small in number, no two may be alike.

LESSONS IN THE TONIC SOL-FA SYSTEM.

By THEO. F. SEWARD, Brick Church, N. J.

After the pupils have gained some degree of ease in singing and naming the tones *Doh*, *Me*, and *Soh*, the upper octave of *Doh* may be introduced and added to the column as shown at the side. The higher tone is indicated by the figure 1 placed at the right of the letter at the top. The hand-sign is the same as for *Doh*, except that it is raised higher—about on a level with the face. It is well to sometimes

have the children make the signs themselves as they sing the tones. Do not forget the ear-exercises. These may be conducted in three ways, as follows: (1) The teacher sings the tones *Doh*, *Me*, *Soh*, to fix the key in the pupils' minds, and then sings the tones slowly to *lah* or *loh*, the pupils naming each one. (2) The teacher sings to *lah*, *loh*, or *ah* short phrases of three or more tones, the pupils naming them after he has finished, or, still better, repeat the tones sung by the teacher, singing them to the names. (3) The teacher sings the tones to the numerals, up to 7, telling the pupils to listen and tell which number a certain tone falls on. Example: He says, "Listen, and tell me which number is upper *Doh*." He sings the tones *d m s d' s m d* to the numerals 1 2 3 4 5 6 7, and the pupils say 4. "Now, listen for *Soh*." He sings *d m d m s m d* to the numerals, and the pupils say 5, etc.

Exercises similar to the following may now be written on the blackboard:

KEY C.
d d m s d' d' s m d' d' s m s s d

KEY D.
d d m d m m s m s s m d m s d'

KEY E.
d' d' d' s m m m s d' s m d m s d'

The lower octave of *Soh* may now be introduced and practiced. It is indicated by a figure 1 at the bottom of the letter. The sign is the same as for *Soh*, with the hand lowered. After practicing from the hand-signs and diagram, give them blackboard lessons.

KEY F.
d d s₁ s₁ d d s₁ s₁ d m s m d s₁ d

KEY G.
d s₁ d m s s m d d s₁ d m s s₁ d

KEY A.
d d m d s₁ s₁ m d m m s m d s₁ d

NOTE.—(A new phase or element of musical study was developed by Mr. Curwen, the author of the Tonic Sol-Fa system, which he called the mental effects of tones. Each tone has an individuality or character of its own. *Doh* is a strong, firm tone. *Soh* is a bright, clear, ringing tone. *Me* is a gentle, restful tone. Teachers will find this an interesting study for themselves, and a means of increasing the interest of their pupils. The subject cannot be made prominent in these lessons for want of space.)

TIME.

The basis of time-measurement in music is accent. Therefore accents are introduced before lengths. The teacher may sing on one tone an exercise like the following, giving a strong accent to each alternate tone:

LA la LA la LA la LA la.

After having the pupils imitate this, and calling attention to the accent, let him sing another, thus:

LA la la LA la la LA la la LA la la.

The teacher may say "We call each of these tones a beat or pulse. We will generally call them pulses. You can tell as you listen that the pulses are divided into groups or companies, by the accents. These groups are called measures. Listen, now, and tell me how many pulses in the measures I sing." He sings the first exercise again, and the pupils say "Two." We will call it a two-pulse measure. "What kind of measures are these?" (He sings the second exercise.) "Three-pulse measure."

The sign of the strong accent is a perpendicular line, called a bar. The sign of the weak accent is a colon, or two dots. Name the accents in the following exercises. The end is shown by a double bar.

| : : : : |

| : : : : : : : |

Pupils say strong, weak, strong, weak, etc., as the teacher points.

From any accent to the next accent is a pulse. From one strong accent to the next strong accent is a measure. No subject can be properly studied, unless there is a name for each separate object. Therefore, we will give a name to every length that we have occasion to use. A tone that is one pulse long is called Taa. A tone that is two pulses long is called Taa-aa. Name the pulses in the following exercise:

| Taa : Taa | aa : aa | Taa : Taa | Taa : aa |

These time-names belong to all tones, whether *Doh*, *Soh*, *Me*, or any other. When the notes are written in the pulses, the sign of continuation is a dash or horizontal line. Name the pulses in the following exercise:

| d : d | m : - | s : m | d : - |

Pupils name Taa, Taa, Taa-aa, Taa, Taa, Taa-aa. Now sing the lengths on one tone to la. Be sure and mark the difference between the strong and weak tones. Pupils sing:

| LA : la | LA : aa | LA : la | LA : aa |

Now sing the tones, giving the proper accents and lengths.

The following exercises should be analyzed as above before being sung.

KEY F.
d : d | m : m | s : s | m : - | d : m | s : m | s : s | d : - |

KEY E.
d : m | s : - | s : m | s : - | d : m | s : m | s : s | m : - |

KEY C.
d : d | m : s | d' : - | s : - | s : s | d' : s | m : - | d : - |

KEY F.
d : d | s₁ : - | d : d | m : - | d : m | s : m | s : s₁ | d : - |

KEY G.
d : d | d : s₁ | m : m | m : d | s : s | m : d | s₁ : s₁ | d : - |

WRITING IN PRIMARY GRADES.

By LYMAN D. SMITH, Hartford, Conn.

Author of "Appleton's Standard Penmanship."

(No. 2.)

Let the class practice the "finger-movement" daily to gain strength in the fingers. Holding the hands lightly on the 3d and 4th finger-nails, bend and straighten the pen-fingers quite rapidly without raising the sliding-fingers—the teacher counting "one" "two" to keep time. At first the hands will come off the book—the sliding or resting fingers in the air, but the teacher must watch and show by holding a pencil herself, using something to rest the right hand on—as a book held in the left hand—as she goes among the pupils showing that the sliding-fingers must touch something (the paper) as the pen-fingers are thrown outward and bent under. Give these drills daily, and you will be surprised to see that "little folks" can hold their pencils as correctly as any one in a few weeks. Do not feel that it is child's play and time wasted. It is not. It is really the most serious and important part of TEACHING writing. Neg-

lect to secure a correct way of penholding—and there is but ONE correct way among penmen—at this early stage entails an ocean of labor in scolding and punishing upon the teachers above you. Master it, and you do the pupils and all the teachers they meet after leaving you, a great service. You hold the post of honor. Pencil-holding can thus be gradually learned, and writing done at same time. In two or three months the habit of holding the pencil correctly becomes natural, and just as easy as the incorrect way. To help the class in securing correct pen—or pencil-holding—draw a “cut” of the hand with pencil—on the board large enough to be seen from any part of the room, and talk about it. It impresses its form and position on their minds every day they see it there. Show the class that the 1st and 2d or “pen-fingers” hold the pen with the aid of the thumb—the first joint bent outward.—Show that the 3d and 4th fingers are called the “sliding” or “resting” fingers because we must rest the hand on the ends of them—and slide on them in joining letters in words. Go to every pupil in the class, if necessary—and I find that it generally is necessary, especially if they have had a good seige at using slate-pencils—and show him how to take hold of his pencil—being sure that you know how to do it yourself. Study the copy-book covers—carefully—reading all you see there it all means something. Keep at this work until they all understand how to place each finger and can hold their wrist-level. It may require a week or two to get the correct position, but you are teaching writing and this is a part of the work and must be done. Your principal should come in to your room and help you, knowing that you are doing that which concerns every teacher above your grade, and if neglected at the outset becomes more difficult for them to deal with. As soon as the correct “grasp” or hold of the pen is acquired—bring out the little “chips” (size of a penny), and set the class to moving their forearms—hand and wrist acting as a unit, all motion proceeding from the elbow joint as center of motion—laterally back and forth as described above. Keep it up three minutes, or five minutes—stopping occasionally to see that the hands are kept level—pencils pointing over the shoulder—pen-fingers kept above the end of the pencil an inch, etc., etc.

A twenty-minute lesson every day will allow you time for showing the class something about the copies they are soon to write in their books. Place the entire copy of the first page—first instance—on the blackboard—showing the same grade column—ruling given in the book; write the copy: *i i u u i*, etc., rather lightly, then trace it with your crayon, the class counting for you as you trace (as directed above the copy); showing the pupils that you are doing just as they will do when they shall have gained admittance into their books by acquiring good pencil-holding first. Let them feel that it is something worthy of their best efforts to get into their books. In this way, devoting a part of the time to pencil-holding, movement drills, position of body, etc., and part of the time to *talks* about the coming copies—calling pupils to the board to write under your own work—the time passes rapidly and pleasantly and the class become acquainted with the book-work by seeing it previously done on the board. Be careful to maintain correct pencil-holding. If the tendency is to let the hands fall over to the right, quit writing and renew the drill with reversed pencils telling the class why you do it. The hardest work comes at the outset, but with patient labor for a month or two you will emerge into plain sailing, and gradually begin to enjoy the writing lesson. Your second book will go on swimmingly and be finished in less time than your first, and with much less trouble. Be patient at first.

“Give children as fair a chance to learn to write as you give them to learn to read, and they will make fluent writers as well as fluent readers.”

WHISPERING.

HOW IT WAS STOPPED.

By SUPT. W. J. BALLARD, Jamaica, N. Y.

The teacher was a young man just from the State Normal School. His maiden effort as a Normal was to teach the public school of a little country village on the Hudson. On the morning of the first Monday in October, 1870, escorted by the trustees, he marched into the school building and took possession.

There sat sixty-three girls and boys, few of whom seemed very much awed by the appearance of the new teacher on the platform. After the morning exercises and a few remarks by the trustees, the young teacher began classifying. He went to work in an easy, good-

natured way, paying attention to nobody excepting the members of the class passing examination. The other pupils had little to do, and soon whispering in the room was pretty general; the whispering became a gentle murmuring; the murmuring developed into talking and laughing. Still the young teacher kept on, apparently quite unconscious of the confusion about him. The trustees began to look uneasy. At last one ventured to ask if the children could not be kept in better order. He was dumb-founded upon being told that the order was quite good enough. Then recess came, and then came after recess. There was no longer any whispering,—all were talking, laughing, running about the room, and pandemonium reigned supreme. And still that young teacher went on serenely with his work. Again a trustee approached him, asked if the noise could not be stopped. He had to speak pretty loudly so that he could be heard; again he was told that nothing seemed to be out of the way, children would be noisy. Again the trustee sat down, a sad, a very sad-looking man.

11-45. The children were having a glorious time; they were monarchs of all they surveyed—shouting, laughing, running, hats flying—and sometimes books. Then that easy, good-natured young teacher faced the school, and brought his hands together with a report that sounded like the crack of a pistol. There was silence. He evidently meant business. “All pupils in their own seats. Arms folded. Not a motion. Girls and boys, I have let you run this school for half a day, wanting fifteen minutes. I do not like your way. You will never run it again. I shall. I have but one rule to make. You must not communicate, one to another, in any way whatever, by whispering, by notes, or by signs,—by taking anything from another, or by giving anything to another. It is all absolutely forbidden. Four times a day you may have a whispering recess. You may then whisper, laugh, walk about the school-room, eat apples; you may do pretty nearly as you please. At the end of two minutes the bell will strike. You must take your seats instantly, fold your arms, and sit perfectly still until the next bell strikes, then go to work. Carry out this one regulation, and you and I will have a pleasant time. Do as I wish you to do, and we will make this one of the best schools on the Hudson.

“Ready for dismissal! Rise! march!” And an astonished lot of children gently marched out.

Day after day the young teacher sat and enforced that regulation. He paid more attention to that than to anything else. If a pupil whispered, he was called to the desk, his attention called to the fact that he was violating the one rule of school, then sent back. If he whispered within five minutes, he came to the desk again, probably promised to do better; then went back and whispered again; but he came back again; and if he whispered fifty times in a day, he came to the desk fifty times, and was spoken to good-naturedly pretty nearly every time. If a pupil passed a pencil, or took anything from a desk, a tap of a lead pencil called him to the desk. There was no particular punishment; but going to that desk finally became monotonous. The roll was called at the close of school; all who had not communicated answered “Nay;” all who had, “Yes.” All those that answered yes remained after school, and an explanation was then in order; but there was no punishment, and the pupils were generally all out within five or ten minutes.

If a pupil turned his head, his attention was called to it, and possibly he was called to the desk, and asked what he wished. And all communicating—signs, notes, whispering, was practically stopped. But the price of it was eternal vigilance.

Now, what did those girls and boys do? They went to work. It was the only thing they could do and be let alone.

How did the pupils like it? At the end of three years the teacher stated to the school that he had concluded to throw overboard their one rule. They had long before formed such a habit of close attention to lessons, that he believed the rule was now unnecessary. He, however, expected them to communicate only about lessons.

In three days a number of the pupils came and asked to have the old rule put in force again. They said: “We are busy with a lesson, and somebody wants a pencil. We almost see how to work a problem, and somebody wants a slate-rag. We cannot get our lessons so well. Let us have the old rule.” And the old rule, with general satisfaction, was again put in force.

And to the question, asked many times: “How do you manage to have the pupils always at work,” the answer was: “By not letting them have anything else to do.”

And that young teacher is an older teacher now, and has had other and larger schools, but he looks back with pride and pleasure to that little school where whispering was stopped, and where the pupils would have none of it.

The above is not given as a good way. Nobody is advised to try it. It is only a statement of what actually took place.

HOW TO TEACH TIME FROM THE FACE OF THE CLOCK.

(For Primary Classes.)

By OTTO ORTEL, Weehawken, N. J.

1st Step. Have a striking clock in the room. converse with class about it; its parts; get names—face and hands. Lead pupils to discover difference in length. Names long hand, short hand. Take off the hands and verify by comparing them. Replace the hands.

2nd Step. Call attention to the place the short hand points to at opening of school, at 9 o'clock. Gain left side of face. Again at noon; top of face; again at close of school, 3 o'clock; right side of face. Direct pupils to observe at home where the short hand points at 6 o'clock. Report to teacher; term bottom of face.

3d Step. Draw circle on B. B. Have pupils point to the positions of short hand at these times—9, 12, 3, and 6 o'clock. Make a heavy dot at each. Get a piece of cardboard. Draw a circle. Mark the four points upon it. To the centre attach one moveable hand. Have pupils place the hand so as to show 9 o'clock; the time when school closes for noon intermission; when the clock strikes 11; 11 11 11 11 11 11 11 11; when school begins in the morning; 3 o'clock; when the clock strikes 6, &c., giving raps with pencil, striking a bell out of sight of pupils, etc., to make them perfectly familiar with these four principal positions.

4th Step. Remove the minute hand from your clock. Have pupils notice the position of remaining hand when the clock strikes 1. Mark this point on your pasteboard dial. The same at 2 o'clock; mark on your dial. Drill in fixing hand to show 9, 12, 3, 6, 1, and 2 o'clock. At another time get 10 and 11 in the same manner. Mark these points also. Drill as before on 12, 3, 9, 6, 1, 2, 10 and 11 o'clock.

Have pupils observe at home positions at 4 and 5 o'clock. After reporting, mark also these points on your dial. Drill as before. At another time, for home work, have pupils determine positions at 7 and 8 o'clock. Mark on dial and drill as before.

Teach that the time between the striking of the clock, or when the hand has pointed to a new dot, is one hour. That the hand which points to those dots is called the hour hand.

The Roman numbers may now be placed on your dial at the dots, but without calling attention to them, as they do not aid in telling time, and may bewilder young pupils in their other school work, by presenting new and strange characters to represent number. Pupils will soon learn to associate them with the time without being taught, as they continually see them on clocks and watches.

5th Step. Introduce the minute hand. Replace it on your clock. Also add a minute hand to your dial. Have pupils observe where the long hand is when the clock strikes 9, 10, 2, 4, etc., where it always is when the clock strikes. Pupils place the two hands on your dial, so as to indicate any hour. Also to observe that the long hand passes all around the face in one hour. Then, where it is when the hour hand is half way between two dots—half way around the face, hence half (an hour) past the hour. Pupils fix hands on dial to show half past any hour. Next, when the long hand passes one-quarter around the face it is one-quarter (of an hour) past the hour. Drill as before in placing hands. When the long hand has one-quarter of the face to pass over it is one-quarter (of an hour) to the hour. Drill as before. Teach that we also say 15 minutes past and to, as well as one-quarter.

6th Step. It is easy to teach 5 and 10 minutes, as the divisions on the dial are already marked, there being three spaces to make the 15 minutes; in the same way 20 and 25 minutes past and to the hour.

7th Step. Divide the space between 12 and 1 into 5 equal parts, indicating by smaller dots, to teach the single minutes. In a similar manner divide all the other spaces. Teach that the long hand, telling the minutes, is called the minute hand. Plenty of drill in each successive step.

Do not expect to teach this in less than one year.

TABLE-TALK.

The ex-principal lounged in the other afternoon. He always has some criticism to make.

"Have been in the publisher's office. Queer people in this world! A lady came to the cashier and said:—

'I subscribed for the JOURNAL in October, want to pay up to now and stop.'

Cashier. 'But you ordered it for a year.'

Lady. 'Yes, but I have all the reading I can attend to.'

Cashier. 'We hired this house for a year. Can we say to the owner: we want to pay up to now and go out? Not much. Or can the Board of Education say to you: "we hired you for a year, we will pay you to now and you can go out. Not much."'

Lady. 'I will pay you for a year. I see it.'

Then came a second lady.

2 Lady. I subscribed for JOURNAL for a year, but did not get but one or two copies; will pay for them and stop taking it.

Cashier. I see we are sending it to No. — is that your address?

2 Lady. Yes, but only two or three copies came.

Cashier. The mail carriers do not usually make such mistakes. You will please pay for a year, and I will give you a receipt.

2 Lady. (pettishly). Here it is.'

The ex-principal says he was surprised and asked the publishers if these were usual occurrences.

"Rather so, yet they occur from time to time." "Do the men offer such excuses and try to evade payment."

"Not often, but there are men, (gentlemen shall we say?) principals who have not taken an educational paper for more than ten years. They are stubborn and mulish. We would sooner drive mules than drive them. Nothing but the day of judgment will wake them up.

This reminds us of a good story we recently read: "During the war, a chaplain in the army was so frequently shocked by the profanity of mule-drivers, that he resolved, if possible, to stop some of it by the offer of a fine Bible to every one who would 'drive a mule team four weeks without swearing.'

Having published this offer, and completed satisfactory arrangements with the Bible society for a liberal distribution of the sacred volume among a needy class of sinners, and willing to spend a respectable portion of his salary for this object, he waited in his tent for applicants. But the crowd he expected came not. Only one man applied. He a poor, honest Dutchman, a member of an orthodox church.

When questioned on the subject, he declared it as his opinion that by nature no man was able to do it, but by the grace of God alone mules could be driven without oaths.

He gave his solemn affirmation, buttressed by certificates, one from his class-leader, the other from his captain: "Dis is to certify dat I have triven a mule team four weeks widout profanity." This man received the premium; he doubtless deserved it."

The question of the principal quoted above reminds us of a remark made by an insurance officer the other day. "We never lend money on mortgage to women. We did once, but they make a fuss if we demand the interest on the day it is due; think it can wait like a grocer's bill. If we foreclose they call us hard names and say they never knew we could sell their property." Sam Slick said: "there is a great deal of human nature in women."

More than half the counties in Illinois organized Reading Circles during the past year.

It is amusing to notice how utterly impossible it is for some people to tell the truth. Here is an example:

"Good many boys getting run over, seems to me!" said a man halting at a carriage in which a stranger was seated before an office door. He had the air of a person suffering from suppressed news. "What has happened?" the stranger inquired. "Boy killed down here walking on the track. Two trains were coming. He got confused, ran from one track to the other; engine struck him twenty feet ahead right upon the rail. Cars ran over him and cut his head clean off, so it went rolling away some distance. I saw it all myself; didn't take a second. Horrible thing!" And the man strolled off after another auditor. Inquiring into the facts, the stranger found that a newsboy had really been run over as described, except that he was only badly bruised and had a leg broken. His head was in its customary place. He was being conveyed to the hospital in an ambulance.

READING CIRCLES.

Hon. Geo. W. Ross, Minister of Education, Ontario, recently issued a circular, from which we extract the following:

"In order to give definiteness to the efforts of teachers in this direction, I have arranged a Course of Reading, by means of which, while not ignoring professional obligations, they may carry on daily the work of self-culture and at the same time learn to regard their vocation from a higher standpoint. The Course extends over three years, and embraces pedagogics, science, and literature. It can be mastered in the allotted time, without difficulty—one hour per day being quite sufficient. It will be observed that the books in the professional Course are those already used at the Normal Schools and Training Institutes, so that by taking them up in the Reading Course, the work required for entering the higher grades of the profession is simply prepared in advance.

"As the course is purely voluntary, no examination will be held in connection with it. Should, however, the teachers of any Inspectorial Division agree to read the course with this end in view, and should the County Board of Examiners make adequate provision for such examination, the Department would recognize by special certificate this additional element of professional culture. Such a certificate would no doubt be duly appreciated by trustees and the public generally, as it would entitle the holder to a strong claim upon their liberality. It will be the duty of the Directors of Teachers' Institutes to make such comments and give such directions to teachers in regard to the best methods of profiting by this course as they may deem expedient."

The following is a letter recently received from a New York teacher. It will show what some teachers are about:

In answer to your query, I would say that I have carefully read Payne's Lectures on the Science and Art of Education, the Chautauqua Pestalozzi and Froebel, Page's Theory and Practice, Johonnot's Principles and Practice, Quick's Educational Reformers, Parker's Talks and Methods, De Graff's School-Room Guide, and Development Exercises, Sheldon's Object Lessons, The Kindergarten Guide, by M. Kraus-Boelte and John Kraus; "Education by Doing," by Anna Johnson; "Methods of Teaching in Country Schools," by G. Dallas Lind; Tate's Philosophy of Education; Dick's Mental Illumination; The School and Schoolmaster; Jno. Kennedy's School and Family; Joseph Lancaster's Monitorial System; Sheldon's Elementary Instruction; The District School, by J. Orville Taylor, 1 and 2 editions; Object Lessons, by Welch; The Science of the Mind Applied to Teaching, by Hoffman; etc., etc. I do not profess to be able to answer all the questions that might be propounded on these books without referring to them; but I think I can do passably well on the first three, and perhaps after another careful perusal, on Page and Johonnot. I named the others, which I might extend, to let you see what I keep as educational companions and assistants.

With my kind and high regards, which please accept, I am sincerely and fraternally,

Col. Co., N. Y.

C. G. R.

How many teachers in our ordinary schools can match this?

I read recently in the JOURNAL that "It would be folly for any one to suppose the interest will long continue, unless there is careful, thoughtful planning by the officers of the circle." * * * If there is no other aim in the meetings of each local circle than to read and discuss certain pages of certain text-books, dissolution will soon follow organization." I have recently been elected president of the circle of this county; I wish to make it a success, but the other members of the Board of Control are young, inexperienced teachers. I realize much truth in that article, and ask of you, if you will spare so much of your valuable time, an outline or brief synopsis of the work to be done in the local circle. Any suggestions will be gladly received.

Neb.

W. T. H.

The plan of work, as laid down by the Huntingdon Co., Pa., Reading Circle is good, except their extensive selection of books to be read. As little machinery as possible should be set up. The running of too many wheels will surely cause friction. The object to be attained is the reading of solid books, and an examination on them at specified times. Conference is good under a competent leader. Unless such a one can be secured, meetings will accomplish but little. A quiet hour alone with a good book, and another busy half hour spent in writing down what has been read will accomplish great good. When questions are met that cannot be answered let them be written down. The statement of a difficulty often half answers it, the other half can wait until a competent person is met who can answer it.

FOR THE SCHOLARS.

MEMORY GEMS.

THE RICHEST ROBES.

The tulip and the butterfly
Appear in gayer coats than I;
Let me be dressed fine as I will,
Flies, worms, and flowers excel me still.

Then will I set my heart to find
Inward adornings of the mind!
Knowledge and virtue, truth and grace,
These are the richest robes of dress.
—Little Folks' Speaker.

THE HEART FLOWER.

There grew a little flower, once,
That blossomed in a day,
And some said it would ever bloom,
And some 'twould fade away;
And some said it was Happiness,
And some said it was Spring,
And some said it was Grief and Tears,
And many such a thing;
But still the little flower bloomed,
And still it lived and throve,
And men do call it "Summer Growth,"
But angels call it "Love!"
—THOMAS HOOD.

BY AND BY.

There's a little mischief maker
That is stealing half our bliss,
Sketching pictures in a dreamland
That are never seen in this,
Dashing from our lips the pleasures
Of the present while we sigh;
You may know this mischief maker,
By the name of By and By.

March! March! March! They are coming,
In troops to the tune of the wind,
Red-headed wood-peckers drumming,
Gold-crested thrushes behind;
Sparrows in brown-jackets, hopping
Past every gateway and door;
Finches with crimson caps stopping
Just where they stopped years before.
—LUCY LARCOM.

Every one is sowing
Both by word and deed,
All mankind are growing
Either wheat or weed.
Thoughtless ones are throwing
Any sort of seed.
—Little Folks' Speaker.

The patient child, whose watchful eye
Strives after all things pure and high,
Shall take their image, by and by.
—From "The Blue-Bell."

Above the sleeping roses,
Above the wild-wood flowers,
We spread our warm and shining robes,
Through all the winter hours.
—From "Snow-Flakes."

Flower in the crannied wall,
I pluck you out of the crannies;
Hold you here, root and all, in my hand,
Little flower—but if I could understand
What you are, root and all, and all in all,
I should know what God and man is.
—TENNYSON.

So live my child all through your life,
That be it short or long,
Though others may forget your looks
They'll not forget your song.
—From "The Little Bird."

"Shall I take, and take, and never give?"
The robin chirped: "No that would be wrong;"
So he picked at the cherries and flew away,
And he poured out his soul in a beautiful song.
—Little Folks' Speaker.

INVENTORS' DAY.

ROBERT FULTON.

I.

On the 20th of August, 1806, the first steamboat left the wharf at Albany for its return trip to New York. For two days a large placard had announced the day on which it was to sail, and the price of passage—three dollars—the same as on the sailing vessels; but only two passengers came on board. Everybody was afraid the boiler would burst. The two courageous people who took passage were French travelers. During the trip down, Mr. Fulton showed them over the boat, explained its workings, and talked much about the future of steam-power. One of the Frenchmen asked if it would not be difficult to obtain coal for heating the boiler. Mr. Fulton replied that he intended to have wood cut in the forests and stored at stations along the route.

"I have noticed," said the Frenchman, "large beds of bituminous coal just over here in Pennsylvania and West Virginia, which is very easily mined; the people go after it with their pickaxes and wheelbarrows. If some way could be found of transporting it to market, either New York or New Orleans, it would make a great reduction in the price of fuel."

"I am very glad to hear of this," said Mr. Fulton. "It shows another use to which steam can be put. It can be made a means of carrying the produce of the interior of the country to markets on the coast. There is a great future for steam." This conversation took place only eighty years ago.

II.

Mr. Robert Fulton was born in Pennsylvania, Feb. 21, 1765. He is remembered as the builder of the first steamboat. Other remarkable things that he did are lost sight of in view of this great one. Before he was twenty-one years old he saved up money enough to buy a farm, which he gave to his mother. He was then a portrait painter. He went to Europe to study under Benjamin West, the great English painter; but his love of machinery was greater than his love of painting, and he became a civil engineer. He invented a mill for sawing marble, for which he received a medal from the British government. He invented machines for spinning flax, for making ropes, and for dredging channels for the passage of vessels. He invented a diving-boat, "in which," somebody says, "he prowled about beneath the waters of the harbor of Brest, during the summer of 1801, coming to the surface like a gigantic balena to get breath, plunging beneath it again, rising or diving, moving forward or backward, turning and returning, and, after a time, coming above water where least expected, and sailing away like any commonplace craft, with which the harbor was crowded."

III.

Fulton thought that his diving-boat could be made a very effective weapon of warfare, by fitting it up with torpedoes, which could be placed beneath an enemy's ship, and, while the little boat was sliding safely away beneath the water, the big ship would be blown up. At first people laughed at the idea, but Napoleon gave him a ship to practice upon. It was all blown to pieces by the very first charge from the little boat.

At this time James Watts was working on his steam engine. Mr. Fulton heard of him and visited him. The one had his head full of steam engines, the other of boats; they met and put their heads together, and the result was a steamboat. Mr. Fulton came to New York, and built it, and the whole world is to-day receiving the benefit of it.

Mr. Fulton afterward put his ideas of warfare and his steamboat together, and made the first war steamer ever built. It was named "Fulton's First." It was very large and very unwieldy, and could only sail two and a-half miles an hour against the current, but the world considered it a marvel.

THOMAS A. EDISON.

I.

Mr. Thomas A. Edison, the great electric-light man, never went to school but two months in his life. His mother taught him to read and he soon became very fond of reading. Before he was twelve years old he had read Gibbon's History of Rome, Hume's History of England, and the Penny Cyclopaedia. He was so eager to gain knowledge that he resolved to read all the works in the Detroit public library. He began with the lowest shelf and read right along, "by the yard," long essays on scientific principles, a dictionary of sciences, and an

analysis of melancholy, before he found out that was not the best way of gaining knowledge.

Finally, he began to read chemistry and became greatly interested in the subjects. He was at the time a newsboy on the Grand Trunk Railway opposite Detroit. He fitted up a laboratory in one end of a baggage car, and spent every spare minute in experimenting. One unlucky day his compounds went off with a terrific explosion, which came near setting the cars on fire. The conductor quickly hustled his chemicals and apparatus overboard.

His next move was to get some old type and set up in the printing business. In a little while he printed a little paper which he called the *Grand Trunk Herald*.

II.

Not satisfied with this, he wanted to become a telegraph operator. A station master consented to give him lessons, and for five months, after finishing his day's work, he went to the station and studied diligently. Then he was given a position in a telegraph office at Port Huron.

At one time he was on duty at night and was required to send a signal every half hour to headquarters to show that he was awake and attending to business. It is said that he fixed up a little apparatus that would set off the signal at the exact time, and he did what he pleased.

Mr. Edison has obtained patents for over 150 inventions, the most important of which are the electric light; a system of telegraphy by which four separate messages may be sent over one wire at one time, in opposite directions; the carbon telephone; and an electric pen, for producing a number of copies of one writing or drawing. His phonograph is a wonderful invention, but has not been made really practical as yet.

He is still studying and experimenting with electricity. He thinks it can be made to take the place of steam as a motive power, and also of heat and light, in place of coal and gas.

It is said that Mr. Edison's inventions are owing, not so much to genius, though he has much, as to his great activity. He has always been an incessant worker.

SAMUEL F. B. MORSE.

I.

About eighty years after Dr. Franklin's experiment with the kite, two gentlemen took passage in a packet from Havre to New York. One of them had been studying painting under West, the same one Robert Fulton had studied with forty-five years before. This was Mr. Samuel F. B. Morse, the other was a gentleman from Boston, who had just witnessed an experiment in Paris, by which a current of electricity was made to pass through a great length of wire. He described the experiment to Mr. Morse, who said: "If that is so, I see no reason why messages cannot be sent instantaneously by electricity." Before the packet reached New York, Mr. Morse had thought out the whole system of telegraphing, and had sketched a plan of some of the apparatus on paper.

II.

Before the year closed, Mr. Morse had a part of his apparatus made, but it was two years before he had everything ready for a test of his invention. This was done by means of half a mile of wire put up in a room. Two years afterward he exhibited the scheme at a university. People were interested, but did not think there was any use to be made of it. But Mr. Morse knew there was. He went to Washington, and asked Congress to give him money enough to put up a line from Washington to Baltimore, just to show what could be done. Congress heard him patiently, but closed the session without doing anything. Greatly disappointed, Mr. Morse went to Europe with his invention, but no one there gave him any encouragement.

He returned home, and each year presented his petition to Congress. After four years of waiting, he left the capitol on the last night of the session, thoroughly disheartened. His bill had not passed, all of his money was gone, and want and trouble were pressing hard upon him. The next morning he was greatly surprised to hear that, in the hurry and confusion of the midnight hour, Congress had voted \$30,000 for his experimental telegraph line.

III.

The line was at once begun. The sum voted by Congress was not sufficient, but Mr. Ezra Cornell lent his aid, and it was completed just as the Democratic Convention met in Baltimore to nominate a President. Mr. Morse was stationed in a room adjoining the Supreme Court room in Washington. Some one at Baltimore was prepared to send the message recording the proceedings of the convention. A good crowd gathered around the

station in Washington, and every few minutes Mr. Morse would report to them: "Mr. So-and-so has made a motion," then, in a minute or two: "The motion has failed;" then: "A ballot is being taken for President;" "Mr. Polk has been proposed;" "Such-and-such states have voted for Mr. Polk;" "He is nominated." This was such a novel proceeding that the people could scarcely believe their ears. Of course the fame of the invention was soon spread far and wide, the value of it was seen, and Mr. Morse, unlike most inventors, made a large fortune out of his invention.

THE THINGS OF TO-DAY.

The greatest and most permanent temperance reform, for the cost and effort, is that which consists in rightly educating the children and youth as to the evil results of drink. We are especially glad, therefore, to learn that a law is to be introduced into the Maryland Legislature, which will require that "in all schools supported by public money or under state control instruction shall be given in physiology and hygiene, which shall give special prominence to the effects of alcoholic drinks, stimulants, and narcotics upon the human system."

The admission of two million new voters in England from the working classes makes the English workingman in the future a power for the first time in the history of British politics.

The press of both parties is now discussing the telephone scandal with vigor and diffuseness. This is as it should be. It is something more than a political scandal; it is a national disgrace.

Mr. Gladstone has succeeded in forming a cabinet. How long it will last, no one can tell; but the probability is it will be short lived. The questions before the English nation are many and vexing. The Irish are especially dissatisfied, India is not all quiet, Burma is not yet working in harmony with the home government. The vastness of the empire over which the queen rules makes the difficulties in the way of the harmonious working of all parts of her domain exceedingly hard.

On account of his severe domestic afflictions, Secretary Bayard, of Mr. Cleveland's cabinet will resign.

Gerónimo, the Apache chief, with the members of his party who have been committing numerous outrages in Arizona and New Mexico, has been caught. The probability is they will all be hung.

The high license bill prepared by Dr. Crosby and the Church Temperance Society was reported favorably from the Committee on Excise in the New York Legislature, and 3,000 copies were ordered to be printed.

The more the telephone scandal is discussed among members of Congress and those connected with public affairs, the more certain is the general conclusion that Attorney-General Garland will have to resign.

The Queen has accepted Mr. Gladstone's Cabinet, and is taking his advice concerning state affairs. This is sensible, and promises well. Let Mr. Parnell do the same.

The artesian well which workmen have been sinking in Lafayette Square, opposite the City Hall, New Orleans, for a month or more past, has at last reached good water. The well is 1,043 feet deep.

Senator Sherman has introduced a bill into Congress for the purpose of settling, at least temporarily, the silver question. This bill discontinues the present coinage of the silver dollar. It directs the Secretary of the Treasury to purchase, from time to time, silver bullion in bars, not less than two million, nor more than four million ounces troy a month, and issue therefor coin certificates in denominations not less than ten dollars each, receivable for customs and taxes, redeemable in coin. It also provides that the Treasurer shall issue similar certificates in exchange for the present standard silver dollars or gold coin. This bill is in the nature of a compromise.

Bismarck has followed the declaration of the Emperor by a long and violent speech on the subject in the Prussian Reichstag. He declared that the Poles were constantly intriguing against the government, and that by their efforts, in connection with the Opposition in the German Parliament, a majority was secured against the Crown. Accordingly the government has determined to buy out all the real estate owned by Polish nobles in Prussian Poland, expel them, put in their place German colonists, and prevent the latter from marrying Poles. This is to be done at an expense of about \$75,000,000 to the state.

Queen Victoria does not love Gladstone; in fact, it is notorious that she hates him. She did her best to give credit to Lord Salisbury's government; but all her effort to open Parliament for him in person has proved only that her influence with people and Parliament is just nothing at all. She has not delayed by a day the fall of the Tory government.

Indications multiply of the rapid spread of the spirit of antagonism between the German and Slavonic races of Europe. The changed attitude of Hungary toward the two races has already been commented upon in these columns, as well as the increasing difficulties which the heterogeneous mass of peoples under the rule of the Austrian government find in their path. Not long ago there was a dispute in the Austrian Parliament no bitter than the members almost came to blows. In Russia the anti-German feeling is frequently manifested, and perhaps the best indication of its permanence is the fact that the government is forcing the Russian language on its German subjects in the Baltic provinces.

It looks as if the Greeks would give trouble in spite of the Great Powers to keep them in order. The fall of the Salisbury ministry they will regard as a great stroke of good fortune. Salisbury would have ordered the English fleet to the Piræus on the slightest appearance of aggressive action against the Turks; Mr. Gladstone, on the other hand, has always been the leader of Philhellenism in England, the firm friend of Greek independence and of the Greek race during his whole life.

EDUCATIONAL NOTES.

PROCEEDINGS OF THE NEW YORK STATE COUNTY COMMISSIONERS' AND CITY SUPERINTENDENTS' ASSOCIATION.

The thirty-first annual meeting of the New York State Association of Commissioners and Superintendents was held at the High School building, Ithaca, N. Y., Jan. 20, 21, and 22, 1886.

The association convened in the chapel of the High School building on Wednesday evening, at 7:30 o'clock.

Com. A. G. Genung, Second Vice-President, acted as chairman. On calling the meeting to order, he said: "An excellent program has been prepared, and I hope all subjects will be well and thoroughly discussed. I feel that these annual gatherings should and will be productive of good results."

The address of welcome was delivered by Hon. E. S. Eady, President of the Board of Education. He spoke of the harmony existing between the university and public schools, and quoted from the inaugural address of President Adams regarding the necessity of good preparatory schools to supply well-trained students:

Com. Jared Sanford, first Vice-President, made the response:

(NOTE.—This report will be given next week.)

On Thursday morning, in response to Supt. Foster's invitation, the association visited the High School during its opening exercises. Addresses were made by Dr. Jerome Allen, editor of the N. Y. SCHOOL JOURNAL, C. W. Bardeen, editor of the *School Bulletin*, and Prof. C. T. Barnes, conductor of teachers' institutes, after which the members adjourned to the rooms of the Board of Education, and proceeded to carry on the work in accordance with the program. President Delano called the meeting to order, and announced the reading of the paper, "Plans and Advantages of the N. Y. State Teachers' Reading Circle," by Dr. Jerome Allen.

The facts and items of this paper were published in the JOURNAL of Jan. 30.

After the reading of the paper, many questions were asked in relation to the circle by members of the association.

Dr. John H. French gave additional proofs of the good work accomplished by the reading circle. He said the best results are shown where commissioners are most active.

On motion of Dr. Allen, Deputy State Supt. Eugene Bouton was made chairman of a committee of three to draft a bill for the purpose of bringing the New York State Teachers' Reading Circle in some legal relation to the Department of Public Instruction of this state. President appointed Dr. Jerome Allen and Supt. C. E. Surdam as committee.

Supt. Smith said, "Many are reading the course, whose names are not registered. They have not paid their fees to the treasurer. We are doing more good than we know."

The paper was further discussed by Com. Boughton, of Seneca county, and Com. Metcalf, of Oswego county.

Dr. John H. French said, "A three-years' course of professional reading and study must inevitably add greatly to the qualifications of any teacher. A suitable recognition by the state of the value of superior qualifications would induce many teachers to join the reading circle. A teacher who has taught successfully for two years in public schools or academies, and who holds an unexpired commissioner's certificate of the first grade and a diploma from the State Reading Circle, should receive a certificate of higher grade. I respectfully suggest that to every such person, the State Superintendent of Public Instruction issue a certificate of equal rank with a commissioner's certificate of the first grade, and good in any county in the state for three or five years from its date." He said the best results are shown where commissioners are most active.

Dr. Eugene Bouton read a paper on "The Examination of Teachers," which will be found on another page. On motion of Supt. Cole, the discussion of this paper was made special order for the afternoon, after the reading and discussion of Supt. Waits' paper.

Com. A. G. GENUNG read a paper, "Cornell Free Scholarship," a part of which was as follows:

CORNELL FREE SCHOLARSHIP.

On the second day of July, 1862, Congress passed an act granting public lands to the several states which should provide at least one college where the leading objects shall be (without excluding scientific and classical studies) to teach such branches of learning as are related to agriculture and the mechanic arts. Thirty thousand acres of land for each of its senators and representatives in Congress were appropriated to every state. The share of the State of New York was 900,000 acres in land scrip. On the twenty-seventh day of April, 1865, the Legislature of New York incorporated the Cornell University, appropriating to it the income arising from the sale of this land scrip, on condition that Ezra Cornell should give to the university \$500,000; that the University should give instruction in branches relating to agriculture, mechanic arts, and military tactics; and that it should receive, without charge for tuition, one student annually from each assembly district in the state. Mr. Cornell fulfilled the first requirement of the charter, and made an additional gift of 200 acres of land to be used as a farm in connection with the department in agriculture. The site of the University is on this farm. He also

personally superintended the locating of the 900,000 acres of land, selecting it from the best farming lands of the west, where it has since rapidly increased in value. A portion of this land has been sold, and the other portion is still held by the University.

The University was opened in 1868 with a faculty of thirty-two professors and two buildings—Cascadilla Place, and the south building (now called Morrill Hall). The University now has over sixty professors, and consists of the following principal buildings: Cascadilla Place, costing \$100,000; Morrill Hall, costing \$70,000; White Hall, costing over \$80,000, and paid for out of a fund subscribed by H. W. Sage, John McGraw, Hiram Sibley, and Andrew D. White; the McGraw building, the gift of the late John McGraw, costing \$120,000; the chemical and physical laboratory, costing \$80,000; the Sibley Building of Mechanic Arts, the gift of the Hon. Hiram Sibley, of Rochester, costing \$60,000; the civil engineering building, a wooden structure, costing \$24,000; the Sage College, the gift of Hon. Henry W. Sage, of Ithaca, costing \$165,000; the Sage Chapel, costing \$30,000; memorial chapel, costing \$20,000; the armory and gymnasium, costing \$32,000; the president's house, the gift of President White, costing \$50,000; the McGraw-Fisk mansion, costing \$200,000, bequeathed to the University by Mrs. Fisk, but the will is being contested. Thus we see that Cornell University is built and endowed by an appropriation of the state of 900,000 acres of land, and by princely gifts from a number of wealthy citizens.

When the common schools became free to all, it became necessary to pass the law in relation to Compulsory Education, so when instruction is furnished free in the University there are not so many people ready to avail themselves of the privilege as at first supposed. In the course in agriculture, instruction is free to all. There are nineteen students in this course at the present time. It is sometimes claimed that in this course there is not variety enough in the studies. If you will examine the Cornell register, commencing at page seventy-three, you will find it stated that the requirements for admission to this course are such as to put the advantages which it offers within the reach of every young man who has made good use of the instruction afforded in the public schools. You will also find quite a variety in the course of study. There are also six other scholarships open to competition for all students annually, and three others to women only, making nine in all each year. These scholarships are continued four years, and are each worth \$200 a year. There are also 128 free scholarships annually, continuing four years and worth \$75 a year each. The school commissioners and city boards of education of the State of New York are obliged to hold a competitive examination each year in each county and city in the state for the purpose of selecting scholars for the free scholarship in Cornell University. Of the time and place at which the competitive examination is to be held, due public notice should be given at a reasonable time before the examination. It is claimed that in some counties no attention is paid to the matter, that the commissioner never gives notice of an examination, and no one applies for the scholarship. All candidates for admission to the University must be of good moral character, sixteen years of age (if women seventeen), and must pass the required University examinations in English grammar, geography, physiology, arithmetic, plane geometry, and algebra. It sometimes happens when there is no competition that the scholarship is awarded to persons who cannot pass the University examinations. Some of these enter a preparatory school, and are soon able to pass the required entrance examinations, while others sink back into the obscurity from whence they came, and are never heard of again. A few of the disappointed ones never return home; they go to work manfully and become successful business men.

The sum of the whole matter is, that of the 512 scholarships from the different assembly districts, but 221 are taken, leaving 291 vacancies.

Prof. RUGGLES E. POST said: The striking fact is disclosed by the paper just read that the admirable and valuable opportunities for higher education provided by the state, through Cornell University, are not improved by the young people of the state, so that at no time during the existence of the University has the number of free state scholarships been but little more than half taken. In our intercourse with Com.'s throughout the state, we have found in many cases apathy instead of interest in the matter. If the opportunities freely offered by Cornell are valuable, it seems important that the school commissioners and superintendents should be impressed with their value, and should seek to awaken interest and direct the attention of eligible students to the University.

Com. H. S. PERRIGO, Com. S. L. HOWE, Tompkins Co., and Com. C. G. HALL, of Wyoming Co., discussed the situation in their respective counties in relation to the free scholarships.

On Thursday afternoon session Supt. Edward Wait, of Lansingburgh, read the following paper on "Grading Rural Schools."

THE GRADING OF RURAL SCHOOLS.

If our country schools were in session for a uniform length of time; if the average attendance approximated the registration; if the teachers were of uniform grade; the amount of school furniture and school appliances were a fixed capacity; the textbooks all of a progressive character, and all the teaching methods based on reason and common sense, the problem of rural school gradation would be as simple as a problem in proportion. With the above conditions given, a simple time-table written out, and the gradation is complete. Drop out one condition and the question becomes as serious as an equation with six unknown quantities and but five statements; how much more troublesome does it become when we have all the unknown quantities and none of the conditions? The same time-table will work poorly in two schools, one holding a session of forty, and the other twenty-eight weeks in a year. Neither will it fit to a nicety in a school which shows an average attendance of forty per cent. of the registration. The same time-table will present different phases in two schools—one taught by reasonable methods, the other by main strength. The same variable phases will be seen in schools, the one filled up with globes, wall-maps, mathematical blocks, and all the needful appliances; the other adorned with a greasy three-foot blackboard only.

Before we can grade our country schools with any uniformity, or show of success, certain preliminary work must be accomplished.

1. School commissioners must be graded as well as teachers and schools. Power to manipulate caucuses and secure the most votes at an election must not be the only qualification.

2. A law must be placed on our statute book compelling all school districts to have yearly at least thirty-six weeks of school. One hundred and forty days, with five holidays and two weeks attendance at institute counted out, is too short to follow any course of study, however simple, and produce satisfactory results.

3. No person shall be licensed who has not had special preparation for the work; a knowledge of methods as well as matter. This special preparation is to be obtained from normal training schools, teachers' classes in academies, normal institutes, or voluntary practice under the guidance of some successful teacher for at least two months.

4. Uniform examinations must be held by all commissioners in order to have first grade certificates mean first grade over all the state. In order to have these examinations uniform, the course of questions must issue from the state department.

5. Limit the territory of the commissioner districts that each school may be visited at least every two months. Yearly visitations are simply perfunctory, and give no opportunity for supervision.

6. Enact the township system in order to have uniform school apparatus and text-books.

7. Provide a systematic record of studies, classes, and progress.

8. Have stated periods of examination, and the questions prepared by some central authority.

With these preliminaries in active operation some positive success is assured in grading our rural schools; without them, the work will be spasmodic and vain.

The writer hereof is not entirely orthodox in the matter of strictly graded schools. The pure system is too ironclad and inflexible. The Procrustean bed process is too rigidly enforced. The natural abilities of the pupil are thrust aside. So many cubic feet of all kinds of book knowledge must be swallowed whether it be digested or result in mental dyspepsia.

Let us not try to grade our rural schools too fine, nor surround them with a complicated set of educational machinery. It is from them that we expect, in the future as in the past, to get the master minds to rule and direct. We certainly fail to get them from the overgraded complications of the city systems.

We believe our public schools are intended to teach the elementary branches. It is not meant by this that higher studies should be barred, but that the elementary should be the great desideratum. We believe the great object of our schools is to give a business knowledge proper for the rising American citizen. Every pupil has a right to demand of us a fair knowledge of those things that tend to make intelligent men and women. To meet these demands our chief efforts should be directed. The demand should be honored.

The first day a pupil enters school he should be taught reading, spelling, writing, arithmetic, geography, use of language, history, civil government, morals, hygiene, and some of the elements of natural science. In some form these should be the daily instruction till the common school course is completed, in the meantime giving due importance to the natural inclinations of the pupil. Having briefly laid down what we consider the proper studies for our common schools, we will rapidly line out what should be accomplished during the ordinary school life of the pupil, not to be rigidly followed, but as a basis, leaving to the energetic and thoughtful teacher the details for the means to accomplish the ends.

Let the school work be classified into three general divisions of three grades each, namely, primary, intermediate, and advanced, and allow no pupil to be passed to a higher grade till he can do in a satisfactory manner the work of the preceding grade.

In the primary grades let the work to be accomplished be the following:

READING.—By the sentence method in script, from the board, to the chart, to the first reader, second reader, through the third reader; all reading to be intelligent, with proper attention to punctuation, accent, and emphasis.

NUMBERS. Counting. Exercises in the fundamental rules by the Grube method or its equivalent. Reading and writing ordinary numbers in Roman notation, and to millions in the decimal notation. Adding, subtracting, multiplying, and easy examples in division. Work to be given out by the teacher, both concrete and abstract; aiming at correctness, neatness, and rapidity on the part of the pupil.

GEOGRAPHY.—Direction. Cardinal and intermediate points, geography of the school-room, school district, town, and county, natural divisions in the immediate neighborhood.

LANGUAGE. Construct sentences, short stories, both oral and written, write letters, use of capital, period, and question marks.

SPELLING.—Oral and written from the readers. A knowledge of all vowel sounds and diacritical marks.

PENMANSHIP.—Copy from board on slates and paper. Last year use pen, ink, book, and principles of letter formation.

MISCELLANEOUS.—History by oral stories. Hygiene by a system of calisthenics and reasons for ventilation, position, and cleanliness. Morals by example. Civil government by proper school discipline. Natural sciences by daily illustrations.

REMARKS.—This work will occupy full three years of the course for the average pupil; with proper effort on the part of teacher and pupil it can be accomplished. A daily lesson should be given in five of the topics, and every lesson a language lesson. Other topics need not be given so often. Let none pass to intermediate grades without a fair knowledge of the preceding work.

For the intermediate work in our graded rural schools let something like the following be used:

READING.—Through fourth reader into the fifth, with all kinds of corresponding supplementary reading, giving attention to articulation, quality, force, and pitch. Call frequent attention to the library, and encourage general reading.

NUMBERS.—Complete some good elementary arithmetic, giving plenty of corresponding business examples. Combine mental with written work, and require frequent logical analysis.

GEOGRAPHY.—Complete some good intermediate work, giving more attention to general matters, productions, resources, and commercial relations, than to important details and number of population.

LETTERS

READING AND OBSERVING.—What is the difference between reading and observing? C. M. D.

No one can read without observing. The automatic movement of the lips without thought, is not reading. The repetition of a number of words, having no connected meaning, is nothing but pronunciation. Reading is the mental process of following the connected thoughts of another as expressed on the written or printed page. It is frequently accompanied by the expression of the vocal organs, the eyes, hands, and sometimes the whole body. Observing is the act of the mind in directing the senses to outward objects so that it may receive impressions. It follows then that there can be no true reading without observation. They are inseparably connected. The question was asked through a misapprehension of the true work of observation, which is simply an activity of the mind in its effort to obtain thoughts.

THE ORIGIN OF THE SIGN \$.—What is the origin of the sign for dollars? B.

The American dollar is taken from the Spanish dollar, and the sign is to be found, of course, in the associations of the Spanish dollar. On the reverse side of the Spanish dollar is a representation of the pillars of Hercules, and round each pillar is a scroll, with the inscription, "Plus ultra." This device, in the course of time, has degenerated into the sign which stands at present for American as well as Spanish dollars—\$. The scroll round the pillars represents the two serpents sent by Juno to destroy Hercules in his cradle.

A SCHOOL LIBRARY.—Please tell me the best method of keeping up and improving a school library. M. C. THOMPSON.

This is a most important question. Thousands of libraries are neglected or lost to-day in many of our Eastern states from want of care, skill, and interest.

A school library should be divided into two parts—reference books (not to be loaned on any account), and reading or circulating books, to be given out under certain restrictions. The reference library should be freely consulted at any time during school hours. It should contain books the pupils want to see, and the recitations should be so arranged as to require their use. In a large school the selections of books should be extensive, and a separate room assigned for its place, where there should be no talking or recitations. The circulating library should contain

books pupils want to read. A few well-chosen, attractive volumes will do far more good than a thousand old dry histories, or worn-out essays on dead subjects. Mental food must be palatable. Children must cry for it when hungry. It must be properly given. Fifty volumes, well chosen, will create a "furore" in any school where there has not been a surfeit of books. There must be good stories, attractive travels, excellent biography (not too much of this), and some elementary science. Study the tastes of pupils, and, within safe bounds, let them read what they want. Tastes can be cultivated by means of a well-selected and well-regulated library. Guard your library as you do your dollars. *Don't let a book be lost.*

THE OPENING OF A SCHOOL.—How should a school be opened? C. B. SMITH.

There are many ways. The poorest of all is to commence hearing classes recite as soon as the time of opening arrives. Something should be done and said at the commencement of every session, before the classes are called. In many large schools, as the Normal College in this city, the following program is followed: 1. Singing. 2. Reading Scripture. 3. Chanting or reciting in concert the Lord's Prayer. 4. Voluntary recitation of selections. 5. Announcements; reports; explanations; introduction of visitors. 6. Marching music; close. This takes about half an hour. In many ways this can be varied—in fact, it is not well to follow a stereotype form for a great length of time. Opening exercises should not usually occupy more than ten minutes, unless they are in some way connected with the usual rhetorical exercises of the school. Here are a few "don'ts."

1. Don't find fault about anything at the beginning of a day.
2. Don't take this time for settling cases of discipline.
3. Don't lecture or preach. Say as little as possible, and let that little be cheerful, bright, happy.
4. Don't try to be too proper and distant in what you say or do. Dignity is not necessarily connected with a long face.
5. Don't be too ready to invite any one to "make a few remarks." You are on dangerous ground. Many a school has been talked to death by loquacious bores.
6. Don't feel under obligations to give up the management of your school to anybody. You are in charge of your school. Keep the reins in your own hands.

THE ACQUISITION OF STRENGTH.—What think you of that theory of education which says that the work of the student should be made very difficult; that the more effort

required to get at facts and to learn principles, the better? Is it possible to give more culture by this method than by exciting a deep interest and making the way pleasant and easy? Please answer in the JOURNAL. J. U. B.

There is truth in it. It is by battling with difficulties that strength is acquired. But there is danger of presenting so many difficulties at once, that the pupil sees no beginning place, and soon gives up the attempt. Suppose a sketch of Lincoln is assigned to a pupil somewhat advanced, but with little experience in work of this kind. He doesn't know what to say first, what next, etc. The teacher may write the steps on the board, for example: First—gather material. Second—classify it. Third—arrange it. Fourth—express it. Each of these will need some explanation—where to be found, how to classify, etc. Some of the following divisions may be made: What is said about his birthplace; his parents; his school-days; his young manhood; his public life; and his traits of character. Show also in what order it should be arranged, etc. Such work is not clearing away all difficulties, and making things too easy; the pupil has done the work himself and has gained strength thereby—the teacher has simply guided.

QUESTIONS.

363. A. and B. can do a piece of work in 14 days. A. can do $\frac{1}{2}$ as much as B. In how many days can each do it alone? Full explanation desired. S. B. J.
264. For what are duodecimals used? S. B. J.
266. Was Dr. J. G. Holland ever married? What was his father's occupation? What is his rank as a poet and novelist? M. W.
267. Can the citizens of Washington vote; if not, why not? S.
268. A man bought a horse for \$125; traded it for another and gave 60 per cent. additional money; traded for another and \$25; sold it for \$150. What per cent. did he lose? C. E. B.
269. Why was our government changed from a federal to a constitutional one? C. E. B.
270. Who was the first English historian? C. E. B.
271. What is the origin of Dog-days? C. E. B.

HORSFORD'S ACID PHOSPHATE.

IN NIGHT SWEATS AND PROSTRATION.

Dr. R. STUDHALTER, St. Louis, Mo., says: I have used it in dyspepsia, nervous prostration, and in night sweats with very good results.

LANGUAGE.—Letter writing, stories reproduced, descriptions, different forms of sentences, common errors corrected, different kinds of sentences, and different parts of speech learned.

SPELLING.—Both oral and written from speller, and an occasional lesson from the technical words of the text-books.

PENMANSHIP.—Carefully following the principles.

MISCELLANEOUS.—History by frequent stories and illustrations. Hygiene by calisthenics and talks on the laws of health. Morals by examples and precept. Civil government by talks on the duties of towns and county officers. Natural science by daily illustration, and encouraging the observing powers.

REMARKS.—Aim at correctness, neatness, and rapidity in all work. Habits formed during this period are apt to be lasting. More than one-half of the children will finish their school days during the intermediate period, and at its close should be able to write fairly, read intelligently, do ordinary business examples, and have a foundation for storing up much knowledge and information by future reading.

For advanced grades we recommend something similar to the following:

READING.—Complete fifth reader, followed by magazine and newspaper articles. Encourage attention to lives and style of authors and English literature in general. Recommend suitable reading for home life, and have the pupils tell the impressions received from reading different works.

ARITHMETIC.—Commence and finish some complete book. Give plenty of examples from every-day life. Drill on business paper and commercial forms, and teach the application of all the principles.

GEOGRAPHY.—Teach the essentials only. Have the important maps drawn and filled in with principal features and chief places. Devote the last year to physical geography, especially the distribution of plant and animal life.

LANGUAGE.—Study and complete some sensible work of technical grammar, but do not neglect the work of composition. Have the pupils practice self-criticism.

SPELLING.—Of all kinds and in all ways.

PENMANSHIP.—Insist on neat and correct work.

HISTORY.—Commence and finish some good text-book of U. S. history, in connection with map-drawing of the places named.

HYGIENE.—Complete some elementary work on physiology.

MORALS.—As in intermediate grades.

CIVIL GOVERNMENT.—State and national officers, and constitutional law.

NATURAL SCIENCE.—By all illustrations possible.

REMARKS.—Encourage the use of dictionaries and encyclopedias at all times. Insist on application. Plan some of the studies for home work. It is not intended that each topic should be recited daily. The question of time will decide how often per week some of these studies should come. Give attention to the current history of the day, and have the children converse on given topics.

Such, in brief, is the course and studies marked out in grading our country schools. They are laid out, not rigid, and unbending, but flexible under the management of the expert teacher and skillful school commissioner. We would place the power of passing the pupil from one grade to another, in the primary, and

intermediate, in the hands of the teacher and trustee. Passing from intermediate to advanced and succeeding grades should be under the exclusive control of the supervising officer.

As a final showing that the course has been well completed, it is advised and urged that, at least once per year, searching questions covering the full course of study should be issued, simultaneously from the State Department to the school commissioners to be delivered at the proper time and in a proper manner to the teacher, and, at the appointed day, examinations be held in all the rural schools throughout the state; that all papers which show sixty per cent. and upwards of correct answers should be forwarded to the school commissioner for his inspection; that all such papers as are, in his judgment, entitled to a credit of seventy per cent. shall be sent to the Department of Public Instruction for final examination; that a certificate bearing the seal of the Department shall be sent to each pupil who shall show an average of seventy-five per cent. on the regular studies of the course.

We are fully convinced that the issue of these certificates would be a great incentive for better work on the part of all; that a larger attendance at school would be assured, the average attendance largely increased, and better work, so much to be desired, would be in the ascendant.

By means of these there would be incentives to work, objects to be gained.

The children would see a reason for study, a prize to be sought after, and there would be less studying "in the air." Miss A. has about as many pupils as Miss B. She wants to show the trustee and the commissioner that she is a better teacher than Miss B., by obtaining a larger number of pass cards—she works with more energy and labors with more thoughtful effort.

The parent wants to see his son and heir armed with one of these state pass cards as an evidence of brains and scholarship, and sends the child to school with greater regularity.

Commissioner X has under his supervision about as much territory and population as Com. Y. He wants to show the department there is as much educational force and vigor in his district as anywhere, and he "lets out another link;" and so we have an advance all along the line.

As evidence of the value of such certificates, attention is called to the increased interest manifested in academics since the system of Regent's Certificate was inaugurated.

The writer heretofore has given considerable attention and made several unsuccessful attempts towards grading the rural schools in a commissioner's district. He is well convinced before any successful grading can be accomplished, most of the preliminaries mentioned must be enforced, and the grading uniform over the whole state; if attempted by individual commissioners it will be spasmodic and short-lived. It looks well to make the attempt but produces no stable results. Like the Dead Sea apple: "it is fair to the eye, but crumbles at the touch."

Com. GHOUT: 1. We must have a uniformity of text books.

2. We must have a hearty co-operation of parents and school officers.

3. We find, or think it very important, that schools should be graded, for the reasons that the average school life of pupils in the rural districts is from five to seven years, and many are not able to attend other schools which would call for more expense than they can afford.

Com. A. J. JAQUETH: I think that it will require time and the training of teachers by our institute conductors in order to successfully grade our country schools. In Onondaga Co. we have a course of study for use in the schools of our county, and we are trying to have it used in our country schools. Our main obstacle at present is that our teachers do not know how to put it in practice; but we are living in hope that it will be done in the near future.

Dr. JNO. H. FRENCH: In Pennsylvania, twenty-six counties have classified or graded rural schools. It is practicable.

Mr. ROSE: The country schools cannot be graded.

Com. CHAS. E. HAWKINS: I think it is impossible to successfully grade our district school. The characters of the teachers and pupils do not admit of a graded course of study.

Upon the discussion of Dr. Bouton's paper, Com. C. W. Smith said: The consideration of the resolution involves questions of interest to the average school and the school superintendent. The passage of the resolution means a step in the direction of progress, and an improvement in the qualifications of teachers, and a removal of political pressure necessarily brought to bear upon the commissioner. The Department of Public Instruction ought to be a tribunal to which the standard of literary qualifications could be referred, and so relieve the commissioner of an unpleasant duty. There ought to be a uniform standard of qualification, and the resolution looks in the right direction of such result.

H. S. PERRIGO: It is impossible for any one not acquainted with the school districts to know the requirements of the teachers for the schools of those districts. I would favor having the State Superintendent furnish the questions for examination, but I would have the commissioner pass judgment upon the examination papers. None of them should be sent to the State Superintendent. I think it would be suicidal for our Member of Assembly to vote for such a bill. It should be left entirely to the judgment of the commissioner. A uniform standard of teachers' literary qualifications is just what we do not want. In Com. District No. 1, Westchester county, are 9 Union schools, all the schools in the district—the teachers are well paid, and retained year after year—while one district in Onondaga county, the entire burden of school taxes falls upon three families. The pupils of this school rarely reach a grade higher than should read in third reader. The

BOOK DEPARTMENT.

NEW BOOKS.

A LUCKY WAIF. A Story for Mothers, of Home and School Life. By Ellen E. Kenyon. 12mo, extra cloth. New York: Fowler & Wells Co. Price, \$1.00.

This work is full of suggestion for mothers and other educators who feel the grave responsibility of their relation to the little people entrusted to their keeping. Written in the form of an attractive story, it follows its principal actors from childhood to maturity; and, as their budding characters develop, we are led to observe the effects of good and bad culture upon minds of considerable natural diversity.

Mrs. Bradford shows us how the experiment of adoption may be made to yield much happiness by a careful selection, a thoughtful education of the young subject, and careful attention to the laws of brain development.

The sadder pages of the book are, however, but passing shadows, and its cheerful ending will atone for them all to those young readers who may take it up for the story alone. The narrative is an amusing one for all those who are, directly or indirectly, interested in children, and is even adapted to the entertainment of the boys and girls themselves. We commend it especially to the attention of teachers about to award the usual premiums for scholarship. Indeed, there is every reason why teachers should interest themselves in "A Lucky Waif," for the author, herself a teacher, has remembered her co-laborers in the field of education. A perusal of Chapter IX. will, we are convinced, enlist the warmest sympathies of every public teacher in the welfare of the book.

SCOTT'S "TALISMAN." Edited by Dwight Holbrook. Boston: Ginn & Co. Price, 60 cents.

This is the latest of the "Classics for Children," and is abundantly worthy a place in that popular series. It is based upon the same idea underlying its companion works—that history is best taught in vivid pictures or portraits; in short, on Emerson's idea, that there is no history, only biography. Certainly young readers could not from any text-book gain so good an idea of mediæval life, and particularly of the Crusades, as by a perusal of Scott's "Talisman."

Next to the controlling idea of the series, special credit is due to the careful and judicious editing of this particular volume. The arrangement of notes and other similar matter, while adapting the book exactly to the needs of schools, is such as renders it none the less suitable for home-reading, but on the contrary, rather adds to its value

in this direction—definitions being put at the foot of the page, and notes at the end of the book, thus leaving the original text unbroken. The author has taken care not to explain too much, and his discrimination in this regard is commendable; as also is the simple and concise fashion in which the notes set forth such collateral facts and events as seem necessary to a thorough appreciation of the text. Young people of to-day, and indeed old people, too, are most fortunate in having this fascinating historical romance brought to them in such a shape. Like most of the publications of this house, the typographical appearance of the book is beyond criticism.

CHARTS OF THE HUMAN BODY. For Elementary Instruction in Physiology, Anatomy, and Hygiene; and accompanying Hand-Book. Springfield, Mass.: Milton Bradley Co. Price, \$3.00 and \$5.00 per set.

This system of charts has been designed to meet the particular needs of elementary teaching in grades below high schools and academies. The publishers show excellent judgment in their arrangement and choice of figures. They avoid the multiplication of detail found in charts intended for higher grades, and present a clear, accurate, and simple series of illustrations, classified in the most practical way. A reference to the advertising columns of the JOURNAL will give a very fair general idea of this publication, showing at once the design of each chart, and the three different styles of mounting in which the set is sold. Chart No. 1 is devoted to a description of the bones in the human body; No. 2, to the principal internal organs; and No. 3, to the nervous system. Occasion is taken to show the effect of alcoholic stimulants on the human stomach, and the effects of tight lacing.

A noteworthy feature of this series is the unusual accuracy of the designs, both from an artistic and a physiological point of view.

The use of charts is fairly necessitated in the lower grade schools of this country, on account of the introduction of the study of physiology and hygiene, which public opinion has required; and the present publication exactly fulfills the need of something thoroughly practical and reliable, at a moderate price.

FRENCH DISHES FOR AMERICAN TABLES. By Pierre Caron. Translated by Mrs. Frederic Sherman. New York: D. Appleton & Co.

This book, by a former chef at Delmonico's, presents a number of attractive receipts in a very clear and concise form. The book will meet a welcome, for there is faith in French cookery, though but little is known about it. Soups are first discussed, then sauces, then fish, then entrees, then follow vegetables, salads, etc. The work is evidently well arranged, and is in a very attractive form.

THE NATURAL ARITHMETIC. By Z. Richards, A.M., Ex-Supt. of Schools in Washington, D. C. Chicago, Ill.: S. R. Winchell & Co.

This book meets the demands of the times. It is a "Mulum in Parvo"; but contains every essential arithmetical principle necessary for our youth to learn: clearly demonstrated in 122 pages, at a cost of 40 cents. Dr. J. M. Gregory says: "Your little book, of 122 pages, contains all the arithmetic the ordinary boy needs to learn." Prof. Newby, of the Terre Haute Normal School, says: "It has in it all that is essential for the practical arithmetician, and it augurs well," etc.

Ex Supt. J. Ormond Wilson, of Washington, D. C., says: "You have succeeded in clearly presenting all the essential principles of arithmetic, and their application, within the compass of one small and inexpensive book."

THE PLACE OF ART IN EDUCATION. A Lecture by Thomas Davidson, M. A. Boston: Ginn & Co.

This lecture was delivered before the American Social Science Association, at Saratoga, on Sept. 8, '85, and is worthy of the careful perusal of our educators. In it the author states why instruction should be given in art, and to what extent and how far the various methods in the different arts should be studied. He says the aim of education should be to teach human beings to lead noble lives, and he claims that the study of art is necessary to develop true manhood and national prosperity. It is a book of over forty pages, neatly printed and bound in pamphlet form.

LOUIS AGASSIZ: His Life and Correspondence. Edited by Elizabeth Cary Agassiz. 2 vols. Boston: Houghton, Mifflin, & Co. Price, \$4.00.

Once in awhile appears a biography so attractive as to disarm the critic, and require him to believe that the life-record is faithfully and enthusiastically written. Such a one is this biography of Agassiz, edited by his wife. Mrs. Agassiz has not rushed into print with undue haste, for it is twelve years since the great naturalist died, and this work bears every mark of care and completeness. One volume narrates his European career, which is unfamiliar to Americans; the other tells of his work here. The scientific chronicle and personal record are kept along so simultaneously and smoothly, that the reader hardly knows whether he is more instructed or more entertained. These volumes will become a part of the permanent record of the great men of our land, and will be read with increasing interest as the years pass away, for the memory of such a man as Agassiz cannot soon pass into oblivion. His spirit and achievements will be a perpetual inspiration to the young men of his adopted land.

Salt rheum, with its agonizing itch and pain, is cured by Hood's Sarsaparilla. Give it a trial.

teacher who presides over this school certainly does not require the scholarship as those teachers in Com. District No. 1, Westchester county.

Supt. EDWARD WAIT favored the plan of having the questions issued from the Department of Public Instruction.

Supt. WHITE said his teachers asked last winter that such a plan as this be carried out.

On motion of Com. Metcalf the resolution was referred to a special committee of five, to be appointed by the president.

Dr. ALLEN offered the following resolution: *Resolved*, That it is the opinion of this Convention of School Commissioners and Superintendents of the State of New York that a professional school-man should be elected as State Superintendent of Public Instruction of the State of New York. Referred to Committee on Resolutions.

Com. J. L. Lusk presented a paper on "The Other Half Loaf, or State Aid to Education." The following is an abstract:

The State Superintendent of Public Instruction, Hon. W. B. Ruggles, in his annual report last year, called the attention of the legislature to the fact that two-thirds of the eleven thousand school districts of the state were in need of further fostering care and aid by the state.

Ex-Supt. Gilmour, in his annual report of 1882, called the attention of the legislature to the fact that "there are many districts in the state in which the assessed valuation of property does not exceed \$5,000, and many more in which the valuation does not exceed \$10,000." That to aid these districts, "the state tax for the supply of schools must be largely increased, and the law regulating the distribution of the school money so changed as to give to the State Superintendent and school commissioners in the several counties greater discretionary powers than they now possess." * * * That "the cities taxed themselves for maintenance of their public schools more than four times the amount they received from the state; the rural districts raised by tax less than twice that which was apportioned to them from the state's bounty."

While the statements in the last quotation are true, facts show that the towns, in contributing to raise by district taxes, over five million dollars for teachers' wages, paid a rate of tax (not "amount"), greater than the cities by 37 per cent., had seven weeks less school during the year, and the teachers received about two-fifths the rate of wages paid in cities.

If the city and the town schools had been run the same length of time, the former paying \$16.89 per week, the latter \$7.08 per week, the town schools would have cost a rate greater by 147 per cent.

Five hundred of the towns while thus paying were heavily bonded, and paid equal rates with the cities to raise three million dollars for free canals, three million for general purposes, and three million for support of schools.

In the respective wards of each city the local rate of school tax is always uniform. In the districts of each town the rates vary materially.

The following resolutions were adopted: *Resolved*, That this body approve the purposes of Com. Lusk's paper.

Resolved, That the president appoint a committee, of which Com. Lusk shall be chairman, to urge upon the legislature of 1886 the importance of restoring the school tax to its former rate, namely, one and one-quarter mills; and that Com. Lusk select the committee, and that the expenses incurred by him in presenting the matter to the legislature be defrayed by this association.

On Thursday evening, the association listened to an address on "The Educational System of Germany," by Pres. Adams, of Cornell University.

At the conclusion of the exercises in Library Hall, the members of the association, in response to the invitation of Supt. Foster, repaired to the reading room in the basement of the High School building, where a sociable was held and a lunch furnished by the local school authorities.

After lunch, the time was passed pleasantly in listening to responses to toasts proposed by Prof. H. R. Sanford.

On Friday morning, the following officers were elected unanimously: President—Jared Sanford, of Westchester county; first vice-pres.—Supt. Charles E. White; second vice-pres.—C. A. Hall, Wyoming county; secretary—James A. Foshay, Putnam county; treasurer—Prof. H. R. Sanford.

Prof. C. T. Barnes presented a paper on "Teachers' Institutes," which will appear in a future number of the JOURNAL. Com. C. A. Hall discussed the paper as follows: If we urge the teacher to attend the institute, then certainly every effort should be made on our part to make the instructions pleasant and helpful. We should strive to form right public opinion and right professional sentiment regarding this means of help in school work. To aid in doing this, we have in Wyoming county for several years sent out very full printed reports of each meeting. May I suggest that there should be more actual teaching of classes and of illustration before the institute; and part of the work should reach farther along in methods on subject matter.

Com. James A. Thayer: I believe the institutes should be made a model school as far as possible. They should be thoroughly advertised and every teacher and friend of education should receive a circular stating full information in regard to them. It is a good idea to appeal to the teachers personally while visiting their schools, to come. I believe that a good deal of valuable time is lost in discussing some things that will never be of any good or use to nine-tenths of the common-school teachers of our state. The work of the institute instructors is sometimes lost on incompetent people or those who "knew it all" before the institute was. I think the instruction should be varied so that some of it will benefit every one.

Dr. John H. French: The peculiar character of institute work is greatly increased by the action of the recent law relating to teachers' institutes. The attendance has increased more than 300 per cent. on the first day, and 30 to 60 per cent. for the entire week. The plan suggested by Com. Hall is one that has received thoughtful consideration by the institute conductors; and we confidently believe that in the near future a plan similar to the one proposed will be matured and tested by actual experience. In view of the fact that, under the operations of the present law, nearly all the teachers attend the institute, I have suggested to the Superintendent of Public Instruction a change in the plan of the institutes to more fully adapt them to the wants of all teachers in all grades of schools. The changes suggested are the following:

1. An institute of one week annually in each commissioner district, or,
2. An elementary institute of one week in each commissioner district, for teachers holding third and second grades, and persons without previous experience in teaching; and an advanced institute of one week in each county or in adjoining counties of one commissioner district each for teachers holding first grade, and state certificates and normal-school diplomas.

Com. Nottingham offered the following resolution, which was adopted: *Resolved*, That the late law closing the schools during the teachers' institute has done great good; that the presence of the union-school teachers has greatly improved those schools as well as the institutes, and that under no conditions should union-school teachers be excused from the operation of the law.

Supt. Foster: We consider the clause a hardship upon the teachers of Ithaca. We cannot turn loose ten teachers and one hundred pupils to roam around the streets. I was opposed to the clause, and tried to get Ithaca exempted.

Supt. Wait read report of committee on resolutions, as follows: *Resolved*, That the heartiest thanks of this association be given to Commissioners Genung and Howe, and to Supt. Foster for the untiring zeal which they have displayed in preparing a welcome for us and for the labor they have undergone in making our stay pleasant and prosperous; to the Board of Education for giving us the use of their magnificent High School building, and many other acts of courtesy and good-will; and to the citizens of Ithaca in general for their open hospitality and hearty good cheer, and to Pres. Adams, of Cornell University, for his able and instructive address, from which we all hope to profit.

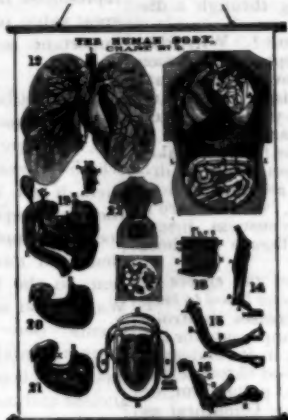
Reported favorably the following resolution: *Resolved*, That the Legislature be, and is hereby requested to pass a law authorizing trustees of common schools to purchase

CHARTS OF THE HUMAN BODY.

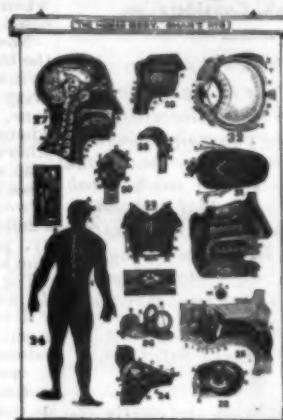
For Elementary Instruction in Physiology and Hygiene.



No. 1.



No. 2.



No. 3.

Accurate in the Drawings, Artistic in the Printing, Durable in the Manufacture.

The introduction of the study of Physiology into the lower grades of Schools in this country, and the large number of rooms to be supplied, has created a universal inquiry among school officers for something better suited to this grade of instruction than anything heretofore published, and at a much lower price. THE CHARTS OF THE HUMAN BODY have been prepared especially to meet this call for a clear, accurate, and simple series of illustrations at a moderate price, and without the complicated details which are necessary in more advanced classes, but which confuse the younger pupils. Three large charts, 25 x 38 inches, contain 89 figures very carefully

studied and drawn from nature and from standard authorities. No. 1 is devoted to the bones. No. 2 to the circulation of the blood, the viscera, muscles and the effect of alcohol in the system. No. 3 illustrates the nervous system and the five senses to which special attention is given as being of immediate interest. The figures are selected with special reference to the ground covered by the various text books on the subject in use in the grammar and primary schools, and will be found to be in harmony with the general plan of these books.

To fully meet the present demand for charts in every room, the price of this series is placed at \$3.00 per set, Net, to school boards ordering for their schools.

For circular and special information, correspond with Milton Bradley Co., Springfield, Mass., Publishers and Manufacturers of Kindergarten and School Aids and Apparatus.

MILTON BRADLEY CO., Springfield, Mass.

gloves, maps, charts, and school supplies. We would recommend that the amount be not to exceed thirty dollars in any one year.

The other resolutions were returned to their movers.

Special committee on "Uniform Examination of Teachers" reported as follows:

To the Association of School Commissioners and Superintendents of the State of New York:

Your committee to whom was referred the resolution of Dr. Eugene Bouton relative to uniformity in the requirements for the licensing teachers in our common schools, and to the uniform method of examination of such teachers, beg leave to report: That while we believe that a uniform system of requirement and examinations is desirable, and while we believe that the provision contained in the said resolution for the issuing of examination questions by the Department of Public Instruction is a matter to be desired, and will be conducive to such uniformity; still, in the details, and any plan which may be suggested, we see difficulties which have not even been brought out by the very full discussion of this subject in this body, and whether any definiteness of plan or idea has been reached for this body to act upon at this time your committee do not pretend to determine; but have agreed to report said resolution in an amended form for the consideration of the association to act upon, as the wisdom thereof shall direct.

Resolved, That Subdivision 5, Section 13, Title II, of our Code of Public Instruction, be amended so as to read as follows: To examine persons proposing to teach in the common schools and not holding a State Certificate or a Normal School Diploma of the state; at such times and in the manner prescribed by the Superintendent of Public Instruction, and upon questions prepared and sent to him by the said Superintendent, embracing the subjects, topics, and branches of learning required to be taught in such schools, and to grant certificates of qualification of the grade and form prescribed by said Superintendent to such persons as shall be certified to him by said Superintendent upon the result of their examination to be entitled

thereto, provided said commissioner shall, upon examination as now required by law, find them of good moral character and of sufficient ability to teach, and provided further, that said school commissioner shall possess the freedom, as now given him by law, to examine for and grant licenses of the third grade without such examination as above stated, but not to the same person for more than three successive terms of six months each. And provided that this provision shall by law not take effect until Aug. 1, 1888.

Com. PERRIGO opposed the acceptance of the report, and moved that it lay on the table—lost.

Com. SANDFORD moved that a committee of five be appointed by the chair to correspond with the State Superintendents of Public Instruction throughout the United States, and report at the next regular meeting—carried.

The committee on time and place of holding next meeting reported time—the first Tuesday in January, 1887, and the place Syracuse.

MANY teachers are inquiring for supplementary reading others are saying, "What shall we put into the hands of our children who are forming a taste for bad literature. It must not only be free from everything that is at all objectionable, but it must be inspiring, it must give them right views of life, show them what there is to be done and learned in the world, and impell them toward a useful life. What shall it be?" The editors of TREASURE-TROVE and PUPILS' COMPANION are striving to give just this character to that paper. It may fall short of their ideal, but it has received the endorsement of leading men; among whom are Dr. Hunter, of New York City. He says:

"I consider it worthy to be placed in the hands of the boys and girls, and practical for supplementary readers in schools."

W. A. Wetzel, Supt. of City Schools, East Portland, Oregon, who has lately ordered 200 copies of the magazines for the year, for his fifth grade, says he has "carefully examined several copies, and can recommend it heartily."

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Successful Teachers seeking better positions, and Superintendents and committees wanting good Teachers, are invited to apply to Everett O. Fisk, Manager, 13 Tremont Place, Boston.

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American School Institute, 7 West 14th St., N. Y.

Pennsylvania Educational Bureau.

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Frank H. Curtis, Prof. of Normal Methods, Central Tenn. College, Nashville, Tenn., writes: "I was very highly pleased with the manner in which you have dealt with me, and can recommend the Bureau."
For application form and list of testimonials, address
L. B. LANDIS, Manager,
631 Hamilton St., Allentown, Pa.

THE UNION TEACHERS' AGENCY IS NOT AN EXPERIMENT.

It has been in successful operation five years. Hundreds of teachers who have obtained positions through its influence, vouch for its efficiency.
Vacancies are constantly occurring. Register now. School Officers supplied with teachers without charge. Send for circular and application blank.
A. LOVELL & CO., Managers, 16 Astor Place, W. D. KERR, NEW YORK.

APRIL 9-86

We mail to 30,000 Schools, Superintendents, and Committees, to aid them in selection of Teachers for the coming year, our annual SCHOOL BULLETIN, which will contain numbered list of Teachers (no names printed), with qualifications in detail, salary desired, etc., of each applicant. Successful Teachers desiring a change or better position, can have the benefit of this work by filling out our blank before above date. Send name on postal. Our Special Offer brings the real cost of registration to about 75 cts. School properties sold. The BRIDGE TEACHERS' AGENCY, 110 Tremont St., Boston, Mass. P. O. box 1568.

THE Bridge Teachers' Agency of Boston invites experienced and successful

TEACHERS

seeking a change or better positions to send postal for blank, 12th COLLEGES, SCHOOLS and Families promptly supplied, without charge, with best teachers. School properties sold.
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110 Tremont St., Boston, Mass. P. O. Box 1568.

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Supplies Professors, Teachers, Governesses, Musicians, etc., to Colleges, Schools, Families and Churches. Also Bookkeepers, Stenographers, Copyists and Cashiers to Business Firms.
Address, (Mrs.) A. D. CULVER,
339 Fifth Ave., N. Y.

NO COMMISSION CHARGES.

Teachers wishing situations should apply to us at once.

School officers are invited to secure teachers from our members and thereby allow the teachers to have full benefit of the salary paid.

Teachers' Co-operative Association of New England,
75 Hawley Street, Boston.

TEACHERS! Our New School Aids are the best and cheapest system for conducting schools in good quiet order. Each set contains 212 large elegant chrome excelsior, merit and credit cards, price per set \$1; half set 50c. 600 new designs, series, reward and gift medals, diplomas, school reports, reward, excelsior, merit, credit, birthday, friendship, Christmas, scripture fine gift cards. Large set samples, 25c. All postpaid.
FINE ART CO., WARREN, PA.

BROCKWAY TEACHERS' AGENCY, Rooms 7-8, Times Building, Chicago, supplies Schools, Families and Colleges with teachers, and teachers with positions. Recommends good schools to parents. Mrs. L. F. BROCKWAY, Manager. Established 1880.
ENDORSED BY LEADING EDUCATORS.

OUR readers are urged to examine the advertising columns each week, as interesting announcements will always be found there. When communicating with advertisers readers will render a special service to SCHOOL JOURNAL by mentioning it on such occasions. Some advertisers seem to require this evidence that their announcements meet the eyes of the particular class they desire to reach. Hence this request.

SCIENTIFIC TRUTH!

REGARDING THE FUNCTIONS OF
AN IMPORTANT ORGAN,Of which the Public Knows but Little,
worthy Careful Consideration.

To the Editor of the Scientific American:

Will you permit us to make known to the public the facts we have learned during the past eight years, concerning disorders of the human Kidneys and the organs which diseased Kidneys so easily break down? You are conducting a Scientific paper, and are unprejudiced except in favor of TRUTH. It is needless to say, no medical journal of "Code" standing would admit these facts, for very obvious reasons.

H. H. WARNER & CO.,

Proprietors of "Warner's Safe Cure."

That we may emphasize and clearly explain the relation the kidneys sustain to the general health, and how much is dependent upon them, we propose, metaphorically speaking, to take one from the human body, place it in the wash-bowl before us, and examine it for the public benefit.

You will imagine that we have before us a body shaped like a bean, smooth and glistening, about four inches in length, two in width, and one in thickness. It ordinarily weighs in the adult male about five ounces, but is somewhat lighter in the female. A small organ? you say. But understand, the body of the average size man contains about ten quarts of blood, of which every drop passes through these filters or sewers, as they may be called, many times a day, as often as through the heart, making a complete revolution in three minutes. From the blood they separate the waste material, working away steadily, night and day, sleeping or waking, tireless as the heart itself, and fully of as much vital importance; removing impurities from 65 gallons of blood each hour, or about 49 barrels each day, or 9,125 hogsheads a year! What a wonder that the kidneys can last any length of time under this prodigious strain, treated and neglected as they are!

We slice this delicate organ open lengthwise with our knife, and will roughly describe its interior.

We find it to be of a reddish-brown color, soft and easily torn; filled with hundreds of little tubes, short and thread-like, starting from the arteries, ending in a little tuft about midway from the outside opening into a cavity of considerable size, which is called the pelvis, or, roughly speaking, a sac, which is for the purpose of holding the water to further undergo purification before it passes down from here into the ureters, and so on to the outside of the body. These little tubes are the filters which do their work automatically, and right here is where the disease of the kidney first begins.

Doing the vast amount of work which they are obliged to, from the slightest irregularity in our habits, from cold, from high living, from stimulants, or a thousand and one other causes which occur every day, they become somewhat weakened in their nerve force.

What is the result? Congestion or stoppage of the current of blood in the small blood-vessels surrounding them, which become blocked; these delicate membranes are irritated; inflammation is set up, then pus is formed, which collects in the pelvis or sac; the tubes are at first partially and soon are totally unable to do their work. The pelvic sac goes on distending with this corruption, pressing upon the blood vessels. All this time, remember, the blood, which is entering the kidneys to be filtered, is passing through this terrible, disgusting pus, for it cannot take any other route!

Stop and think of it for a moment. Do you realize the importance, nay the vital necessity, of having the kidneys in order?

Can you expect when they are diseased or obstructed, no matter how little, that you can have pure blood and escape disease? It would be just as reasonable to expect, if a post-house were set across Broadway and countless thousands were compelled to go through its pestilential odors, and escape from contagion and disease, as for one to expect the blood to escape pollution when constantly running through a diseased kidney.

Now, what is the result? Why, that the blood takes up and deposits this poison as it sweeps along into every organ, into every inch of muscle, tissue, flesh, and bone, from your head to your feet. And whenever, from hereditary influence or otherwise, some part of the body is weaker than another, a countless train of diseases is established, such as consumption, in weak lungs, dyspepsia, where there is a delicate stomach; nervousness, insanity, paralysis, or heart disease in those who have weak nerves.

The heart must soon feel the effects of the poison, as it requires pure blood to keep it in right action. It increases its stroke in number and force to compensate for the natural stimulus wanting, in its endeavor to crowd the impure blood through this obstruction, causing pain, palpitation, or an out-of-breath feeling. Unnatural as this forced labor is, the heart must soon falter, becoming weaker and weaker until one day it suddenly stops, and death from apparent "heart disease" is the verdict!

But the medical profession, learned and dignified, call these diseases by high-sounding names, treat them alone, and patients die, for the arteries are carrying slow death to the affected part, constantly adding fuel brought from these suppurating, pus-laden kidneys which here in our wash-bowl are very putrefaction itself, and which should have been cured first.

But this is not all the kidneys have to do; for you must remember that each adult takes about seven pounds of nourishment every twenty-four hours to supply the waste of the body which is constantly going on, a waste equal to the quantity taken. This, too, the kidneys have to separate from the blood with all other decomposing matter.

But you say, "my kidneys are all right. I have no pain in the back." Mistaken man! People die of kidney disease of so bad a character that the organs are rotten, and yet they have never there had a pain or an ache!

Why? Because the disease begins, as we have shown, in the interior of the kidney, where there are few nerves of feeling to convey the sensation of pain. Why this is so we may never know.

When you consider their great work, the delicacy of their structure, the ease with which they are deranged, can you wonder at the ill-health of our men and women? Health and long life cannot be expected when so vital an organ is impaired. No wonder some writers say we are degenerating. Don't you see the great, the extreme importance of keeping this machinery in working order? Could the finest engine do even a fractional part of this work, without attention from the engineer? Don't you see how dangerous this hidden disease is? It is lurking about us constantly, without giving any indication of its presence.

The most skillful physicians cannot detect it at times, for the kidneys themselves cannot be examined by any means which we have at our command. Even an analysis of the water, chemically and microscopically, reveals nothing definite in many cases, even when the kidneys are fairly broken down.

Then look out for them, as disease, no matter where situated, to 93 per cent., as shown by after death examinations, has its origin in the breaking down of these secreting tubes in the interior of the kidney.

As you value health, as you desire long life free from sickness and suffering, give these organs some attention. Keep them in good condition and thus prevent (as is easily done) all diseases.

Warner's Safe Cure, as it becomes year after year better known for its wonderful cures and its powers over the kidneys, has done and is doing more to increase the average duration of life than all the physicians and medicines known. Warner's Safe Cure is a true specific, mild but certain, harmless but energetic, and agreeable to the taste.

Take it when sick as a cure, and never let a month go by if you need it, without taking a few bottles as a preventive, that the kidneys may be kept in proper order, the blood pure, that health and long life may be your blessing.

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THE PUBLISHERS' DESK.

IT WILL PAY all our readers to peruse very carefully, the article elsewhere copied from the *Scientific American*, addressed to that dispassionate paper, and reproduced herein because it is of very great value to everyone, containing some important scientific facts very plainly put.

It has not been ordained that all should be the possessors of the good things of this life, but there is neither law nor custom which prevents anyone from enjoying them, if not in the original, at least in fac-simile reproductions, etc. Especially does this apply to works of art, both ancient and modern; but by sending ten cents to the Soule Photograph Co., 388 Washington st., Boston, or any of their agents, (see advertisement in another column,) catalogues can be had of unmounted photographs of 7,000 subjects of ancient and modern works of art, embracing the masterpieces in painting, sculpture, and architecture, together with reproductions of the best modern engravings, etchings, etc., and views from all parts of the world. This is a chance which teachers should not miss.

From green verdured valleys to the dull, grey-tinted timber-line of distant mountains, whose snow-capped peaks stand out in relief against the sky, with an intervening space filled with earth and rock formations appearing in every imaginable shape, and in hues as variegated as the rainbow—such is the picture that presents itself at any of the numerous resorts of Colorado. That state has become famous, not only for its gold and silver productions, but for its picturesque mountain scenery and climatic attractions as well. Spacious and completely appointed hotels, hot and cold mineral baths, scenery at every point so enchanting as never to be effaced from the memory, and a most delightful climate, are attracting each year large numbers of pleasure-seekers from all parts of the world to that picturesque and health giving locality. Those contemplating a visit to Colorado, in connection with their attendance at the teachers' meeting to be held at Topeka in July, can make the journey to either Denver, that distributing point for Colorado, or to Topeka, via the "Burlington Route," C. B. & Q. R. R., with as much pleasure and gratification as it is possible to obtain on any railroad. Through trains are run over this route from Chicago, Peoria, or St. Louis direct to Denver, either by way of Kansas City or Pacific Junction; in addition, through sleeping cars are run from Chicago to Topeka. For further information, concerning the Burlington Route, address Percival Lowell, General Passenger Agent, C. B. & Q. R. R., Chicago, Ill.

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Guests arriving by steamer or railroad, South, North, East, or West, are conveyed to the Grand Union Hotel by the Elevated Railroad for five to fifteen cents, thereby save \$3 carriage hire.

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During the past year one hundred and ten thousand people occupied the 618 rooms of the Grand Union Hotel at \$1 and upwards per day, including of course its elegant suites of rooms for families, on the European Plan.

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Families lived better at the Grand Union Hotel, and for less money than at any other first-class hotel in New York.

Happiness can always be found—in the dictionary, and the Esterbrook's Steel Pens, which confer much happiness on their possessors, can be found at all stationers.

"I beg your pardon, sir; but is not your name Smith?" "No, sir, my name is Montrose." "Excuse me. My mistake." "Certainly. Don't mention it. It's not very flattering to one's pride and self-respect," Mr. Montrose added, with a smile. "To be classed among the great plebeian army of Smiths; but such mistakes will occur. Er—will you favor me with your name, sir?" "Yes. My name is Smith."

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One day a man came to Khodshah, and said: "I need a donkey to-day. Won't you lend me yours?" "I no longer own a donkey," was the answer. At the same moment the donkey began to bray in his stable. "Oh!" exclaimed the man, "do I not hear the donkeys braying?" "What!" retorted Khodshah, angrily. "Would you sooner believe a donkey than me?"

The pain and misery suffered by those who are afflicted with dyspepsia are indescribable. The distress of the body is equalled or surpassed by the confusion and tortures of the mind, thus making its victims suffer double affliction. The relief which is given by Hood's Sarsaparilla has caused thousands to be thankful for this great medicine. It dispels the causes of dyspepsia, and tones up the digestive organs. Try Hood's Sarsaparilla.

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Sum of Assets	\$25,172 41
Debt to bondholders, being 1st lien on N.Y. & N.J. 2,000,000 00	
United States Bonds (market value)	2,044,000 00
Bank & S. S. Bonds & Bonds (market value)	1,500,000 00
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Loans on Stocks, payable on demand	254,000 00
Interest due on 1st January, 1886	100,000 00
Reserve uncollected & in hands of agents	\$50,000 00
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TOTAL	\$7,595,090 65

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Last year I suffered greatly from a Cold, which had settled on my Lungs. My physician could do nothing for me, and my friends believed me to be in Consumption. As a last resort, I tried Ayer's Cherry Pectoral. It gave immediate relief, and finally cured me. I have not the least doubt that this medicine

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SAVED MY LIFE.

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The polite evasions of the truth which certain moralists seem to be without sin should, at all events, be practiced with discretion. A French paper tells a story of a minister who, when handed the card of some one who wished to see him, said: "Tell the gentleman I am exceedingly sorry that I am not in."

"John, have you kept the diary that I gave you last New Year's?" "Oh, yes, father, I put it in the bottom of my trunk to be sure that it wouldn't get away."

Smythkins is trying to arouse the courage of his better half, who has recently lost her pet parrot and is overcome with grief: "Come, come! What the deuce! Be a man, my dear! Suppose you had lost me!"

Mrs. Clapper—"Arthur, I fear you do not love me." Mr. Clapper—"What a ridiculous idea. What makes you think I have ceased to love you?" "Because you show signs of impatience when I talk to you." "H'm! Well, my dear, be assured that I love you"—(a pause)—"still."

Judge Peterby said to his colored servant: "You will have to quit. You attend to your work very well, but I am always missing things about the house, and every time it is you who take them." "Boss, don't send me off on dat account. Hit mus' be a comfort ter yer, when yer missing anything, to know right whar hit am."

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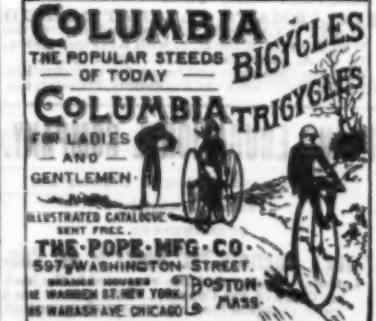
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